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ABSTRACT

At Pennsylvania College of Technology (PCT), in Williamsport, long range planning is used to define institutional philosophy and mission and determine strategies to make the best use of available resources and implement actions to fulfill institutional mission. This document presents PCT's long-range plan for 1993-96 in three parts. Following an introduction, the first part reviews the structure and use of the plan; provides PCT's philosophy, mission, and vision statements; and discusses the college's major initiatives for the 1993-94 academic year. Part II provides the body of the long range plan, listing college goals and tasks for the following five areas: instruction, student support, academic support, institutional support, and public service. Each area includes individual goals, lists of tasks to reach the goals, and a status report on any achievements or accomplishments that occurred from the period July 1, 1991 to June 30, 1992. The goals presented in this part are related to outcomes assessment, student retention, student life, program evaluation, staff development, human resources, physical plant, and technical consultation. Finally, part III provides a planning manual for PCT staff, detailing the processes for research and evaluation; for revising the philosophy, mission statements, and goals; for creating, revising, and reporting long range planning task statements; and for developing objectives. (PAA)

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ED 363 384

1993 - 1996 LONG RANGE PLAN
OFFICE OF STRATEGIC PLANNING
AND RESEARCH
PUBLISHED OCTOBER 1993

LONG RANGE PLAN

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1993-1996

Long Range Plan

Office of Strategic Planning and Research

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October 1993

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College Vision Statement

Shaping futures
through comprehensive learning opportunities
with distinction
in
technology
education.

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PART I

FOREWORD

This edition of the Long Range Plan begins to position Penn College for its five-year Periodic Review Report for the Middle States Association accreditation process. All of the Middle States self-study recommendations have now been placed as task statements within the body of the Long Range Plan. Senior College administrators include the recommendations among other Long Range Plan tasks on their annual "To Do" list, known as MBO's (Management by Objectives). As senior administrators continue to provide annual updates for these tasks, the progress toward implementing them becomes visible. By summer 1996, the cumulative Long Range Plan will demonstrate the implementation, over five years of annual updates, of all Middle States recommendations. The integration of important Middle States recommendations into the Long Range Plan underscores the centrality of this document in planning and evaluation at Penn College.

In keeping with the spirit of shared governance at the College, this approach toward monitoring the progress of Middle States self-study recommendations was developed in conjunction with the College Council Chairperson, and participation in planning and evaluation was invited. College Council and its constituent committees share in the opportunity to review the status and implementation planning for any and all of the Middle States recommendations within this Plan.

Many thanks to senior College administrators, Robert Bowers, Robert Fisher, Davie Jane Gilmour, William Martin, William Twaddell and Miles Williams, for providing annual updates to the Plan. Thanks also to the Penn College Governance System, (1992-93) members and officers, including Ann Marie Furdock, College Council Chair, Francesca Morley, Vice-Chair, and Bea Hilliard, Recording Secretary; and to Committee Chairs: Don Belles, Ned Coates, Peter Dumanis, Fred Gilmour, Tim Weston, and Linda Williams. And appreciation is expressed to the Middle States Self-Study Chair, Veronica Muzic, the Steering Committee and all those who participated in the process.

Definition of Long Range Planning

Long range planning is a technique by which an institution defines its philosophy and mission, and then determines a strategy to best use resources available and set actions to accomplish that mission over a period of time. The importance of long range planning is that it requires an institution to consciously set goals which will actualize the mission, and carefully allocate resources toward realization of those goals. Strategic planning must also recognize the changing environment outside the institution.

By recognizing, analyzing and anticipating changes in the environment, today the institution can make decisions in advance of tomorrow. Without strategic planning, an institution is like a boat adrift, without direction, at the mercy of the tides, winds and storm. With strategic planning, the ship clearly has a captain. The captain is cognizant of forces and harnesses them to reach the chosen destination.

The plan is also important because articulation of the plan allows the entire staff to understand and work as a team toward a shared vision and common goals. Thus, the broadest goal of this Long Range Plan for FY1992-95 is to communicate the Long Range Plan, to create a shared vision and purpose for Penn College by all Penn College staff.

Long Range Planning at Penn College

Penn College enhanced its long range planning process to strengthen and emphasize two aspects: the strategic orientation and the participation of the Governance System. The planning manual, Part III, describes the process in detail.

The strategic orientation is incorporated through a plan to use external as well as internal data to orient and guide the long range plan. In order to base the planning process upon factual information, the management of the planning process and documents was placed within the Office of Institution Research. That office thus became the Office of Institutional Research and Planning, which subsequently became the Office of Strategic Planning and Research.

Participation of the Governance System occurs in two principal ways. First, one of the six formal governance committees, the Long Range Planning Committee, constitutes the "custodian" of the Long Range Plan. Among their responsibilities, each Governance Committee must approve changes to the Long Range Plan. Secondly, all changes approved by individual governance committees must be approved by the College Council, which is broadly representative of the entire College.

Structure and Use of the Long Range Plan

The body of the Long Range Plan is divided into five broad functional categories called "goal areas", which subsume all college goals and activities. The philosophy and mission are approved. Then they are used to set goals. Goals are reviewed annually by key administrators and by Governance; updates are included within the Long Range Plan. The Long Range Plan, updated annually, serves as a current "map" to guide the annual planning process at the college. (Please see the "Planning Manual", Part III, for a complete documentation of the planning process.)

As part of the annual operational planning process, college administrators consult the Long Range Planning and the list of major initiatives to set objectives for the coming year. This is how the plan actualized.

The design of the Plan provides for continuous updating. Each year, upon completion, tasks will be identified as completed and the subsequent year removed from the Plan. Annually, additional task statements will be developed based upon issues identified by diverse College constituencies. This constant roll-over of task statements will ensure that the Plan remains current.

The Plan describes only those tasks that are beyond the scope of routine activities performed at the College. Hence, tasks that are routinely performed, such as long range planning or maintenance of the relationship between the faculty bargaining unit and the College, are not delineated in task statements. If however, a new approach to planning or a major change in procedures for interaction with the bargaining unit were planned within the next three years, tasks describing these activities would have been developed.

The remainder of the document contains the substance of the College's long range plans. The College Philosophy, Mission, and Vision Statements are provided. Goals and tasks are organized with goal areas. The five areas and alphabetic indicators are identified:

Instruction (I)
Student Support (SS)
Academic Support AC)
Institutional Support (IS)
Public Support (PS)

The numbering system identifies the alphabetic identifier for Goal Area, a numeric indicator for goal, and an additional numeric for task. For example, the number AS.2.3 indicates the third task of the second goal in the goal area of Academic Support. Goal areas, goals, and tasks are not listed in priority order.

A Status Report follows each task statement. The Status Report identifies any achievements or accomplishments that have occurred during the period July 1, 1991 to June 30, 1992. When appropriate, future strategies for achieving the task are included.

Text that is printed in bold-face type indicates action that was taken by Governance Committees and College Council. Task statements that have been removed from the list of active tasks will be archived in a supplemental document, the Cumulative Long Range Plan. They remain in the body of the Plan this year to permit reporting of 1991/92 achievements and accomplishments in the Status Report. A gap in numbering indicates goals or tasks that were retired in previous years.

Status reports are prepared by the college administrator responsible for carrying out the task. Initials next to the task represent the administrator:

DG	-	Davie Jane Gilmour, Vice President for Academic Affairs
RF	-	Rob Fisher, Vice President for Administration
WM	-	William Martin, Vice President for Student Services
WT	-	William Twaddell, Dean of General Services
RB	-	Robert Bowers, Executive Assistant for Internal Affairs
MW	-	Miles Williams, Vice President for Employee and Community Relations

Middle States recommendations, as explained on page I-1, are now all integrated within the Plan. Here is an example, drawn from page II-11:

****

DG - I.5.2 The College will assess the success of students who enter with
MS Rec. I.k. academic weaknesses.

****

This new task statement, I.5.2 was proposed and unanimously approved by College Council. It was created in response to Middle States Recommendation I.k.

Status Report 1993

This task statement has been translated into a cluster of outcomes assessment projects with arithmetic weakness was completed during 1992-93.

DG refers to the administrator, in this case, Davie Jane Gilmour. I.5.2 refers to the task statement number, and MS Rec. I.k. identifies this as a Middle States recommendation. All Middle States recommendations/tasks have been set off within two lines of asterisks, to help the reader find them.

PHILOSOPHY, MISSION AND VISION STATEMENTS

College Philosophy Statement

We believe in the dignity and worth of all individuals. We believe learning is a lifelong process and that all individuals should have opportunities for lifelong education. We believe education should help individuals develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. We believe education should also provide for personal enrichment. To prosper in a complex and changing society, we believe individuals must learn to think independently, value logical and tested conclusions, develop problem solving abilities, and function effectively with other people. We believe that competent performance contributes significantly to individual health and happiness and benefits the organizations and communities in which individuals work and live. We believe the College is an integral part of the community it serves and must respond to identified needs and interests. In delivering education services, we believe there is no substitute for the pursuit of excellence.

College Mission Statement

Pennsylvania College of Technology is an affiliate of The Pennsylvania State University and is granted the benefits and responsibilities of the status of The Pennsylvania State University as a State-related institution and is an instrumentality of the Commonwealth of Pennsylvania. Pennsylvania College of Technology offers a comprehensive array of programs with a strong heritage of and continuing emphasis on two-year vocational and technical education. Pennsylvania College of Technology has authority and intent to develop and provide educational opportunities beyond two-year programming. The College is a statewide focused institution with Northcentral Pennsylvania being a primary service area. Because of the extensive commitment to hands-on occupational programming, the College also serves as a regional, national, and international resource.

Pennsylvania College of Technology seeks to implement its philosophy by providing:

- quality postsecondary occupational and transfer programs and services for all those who can benefit, including those who have previously discontinued their formal education
- accessible full- and part-time educational opportunities and services which address a wide spectrum of individual needs and abilities through varied formats, schedules, geographic locations, and short-term courses

- educational programming related to economic and employment realities
- additional and enriched career options through continuing and new cooperative projects with industry, business, professions, government, and other educational institutions
- comprehensive degree programs which integrate communications, math, science, technology, humanities, interpersonal skills, reasoning, and physical health and safety
- opportunities to develop skills needed to enter and succeed in programs
- continuing opportunities to extend and upgrade skills, knowledge, and interests
- quality vocational and technical programs and services for area secondary students as institutionally feasible
- support for informed decisions using knowledge of abilities, interests, and values realized through testing, evaluation, and counseling, as well as instruction
- opportunities to develop personal, social, and cultural dimensions.

Providing excellence in instruction and appropriate educational opportunities, at a reasonable student cost, are the College's highest priorities. The College is accountable for its mission within the limitations of its physical and financial resources.

PENNSYLVANIA COLLEGE OF TECHNOLOGY
MAJOR INSTITUTIONAL INITIATIVES FOR 1993-94

College Wide Priority Initiatives

* Prepare and implement a comprehensive marketing plan with College-wide participation.

* Focus greater emphasis on teaching and learning, student quality and instructional excellence, relying on such activities as the Presidential Quality Commission, Outcomes Assessment, and Tech Prep.

* Investigate and implement strategies to increase productivity and efficiency of all human, facility, and equipment resources while maintaining/improving institutional quality.

Special Focus Initiatives

1. Continue the development of baccalaureate programs.

2. Strengthen College-wide participation and communication in the Governance System and the institutional planning process.

3. Complete implementation of the College's Americans with Disabilities Act (ADA) plan to ensure compliance with laws relating to accessibility and safety.

4. Implement the Stage V building program and update the College's Site and Facilities Master Plan.

5. Design and implement a comprehensive staff development program for all faculty and staff.

6. Continue to strengthen the College's curriculum portfolio through addition, deletion or revision.

7. Enhance College-wide communication through such special Presidential initiatives as departmental visits, regular open forums, all-college meetings, and Communiques.

8. Capitalize on opportunities for community and student life afforded through the Campus Center and Community Arts Center.

PART II

GOAL AREA: INSTRUCTION

To provide a program of general academic instruction and occupational instruction which sets and maintains high standards of performance, is accessible in terms of time, cost, and location, encourages students and staff to explore new ideas and ways of thinking, instills an appreciation for learning as a lifelong activity, and establishes immediate and long-term student success as the measurement of program validity; within this framework, to design and deliver instructional services which emphasize:

- o Assessing the academic, occupational, avocational, social, and cultural needs and interests of each student or client
- o Developing and applying the process of inquiry, research, problem definition, analysis, critical thinking, and problem solving
- o Exploring and using different approaches and innovation in instructional delivery
- o Respecting the ideas, interests and concerns, contributions of other individuals, and their rights and dignity
- o Providing all students with a sound working knowledge of communications, mathematics, social, and cultural skills sufficient to succeed in their studies and prepare them to live effectively in society.

Goal

I-1 Standards for Credentials

Establish and apply clear, consistent standards for each of the academic credentials offered by the institution. These standards should include:

- o Differentiation between baccalaureate degree, associate degree, certificate, and competency credential (or other short-term credential).
- o Determination of the extent coursework taken in one credential (certificate for example) can be applied to another credential (degree)
- o Defined core requirements to be applied to all programs within a particular credential.

Tasks

DG - I.1.1 The College will complete development of core competencies for associate degree and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Status Report 1993

Core competencies were established for Associate of Arts and Associate of Science degrees. Further implementation of existing AAS core took place through additional review of definitions to keyboarding. The Keyboarding implementation proposal is before Academic Standards and Issues as of May 1993.

DG - I.1.2 The College will develop appropriate placement procedures, competency assessment, and alternatives for developing outcomes which are needed to attain core competencies.

Status Report 1993

Math, English and Reading placement test is to be revised 1993-94. Assessment process for attainment of core competencies is on the Academic Standards and Issues agenda for 1993-94.

DG - I.1.3 Based on degree definition, the College will develop definition of certificate, competency credential, or other appropriate credential for nontraditional students.

Status Report 1993

Additional baccalaureate degrees target employed and previously degreed students. The BS in Technology Management offers BS degree-level work to students who have completed an associate degree in a technology area. Other specific directions include the certified nurse aide to practical nursing option and expansion of our advanced placed practical nursing to associate degree option.

Course scheduling remains the major challenge to non-traditional students, and efforts have been undertaken to facilitate full-time faculty teaching during late afternoon and evening hours.

DG - I.1.4 The College will develop the requirements for baccalaureate degrees. The College will complete development of core competencies for baccalaureate degrees and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Status Report 1993

Core requirements were detailed to include criteria and process for review as Curriculum Committee examines new proposals. Sixteen faculty completed the writing enriched certification course. Transfer procedures for diversity, STS and writing enriched courses were implemented.

****

MS I.aa (DG) I.1.5 Penn College should insure that in the development of baccalaureate level programs, all Junior and Senior level course offerings in both the Major and Core or support areas are in fact Upper Divisional offerings that build upon the lower divisional programs.

****

Status Report 1993

An institutional numbering system for courses is in place. Both Academic Affairs and Academic Standards and Issues plan to examine this during 1993-94.

****

MS II.k. ASI (DG) I.1.6 Conduct in-service training for faculty and staff responsible for credit by exam and credit for life experience so implementation is more uniform and consistent. (Outcomes Assessment)

****

Status Report 1993

No action to date.

Goal

I-2 Curriculum Portfolio

Regularly evaluate and modify as needed the College's overall curriculum portfolio to insure that the number of instructional programs can be effectively managed, that the program offerings are up-to-date and responsive to identified statewide needs, and that the program offerings demonstrate academic quality and overall fiscal soundness.

Tasks

DG - I.2.1 The College will complement its instructional degree programs with strengthened credit and non-credit courses, seminars, workshops, and personal development initiatives.

Status Report 1993

Non-credit instruction continued to be focused through the Technology Transfer Center (TTC). Considerable growth in enrollment and services were once again noted during 1992-93. From July/December, 1991 to July/December, 1993, the number of enrollees increased from 548 to 851 (55%) and the number of courses offered from 68 to 108 (59%) compared to the same time period in the previous year. TTC partnerships with business and industry continued to grow. The TTC remained active as an Authorized Training Center (ATC) for software products marketed by Microsoft, Novell, SmartCAM, and AutoCAD.

DG - I.2.2 The College will provide quality instructional occupational and technical courses and programs which provide students with employment opportunities, job upgrading, and enhanced personal opportunities.

Status Report 1993

Programs completing Program Review for 1992-93 were:

Aviation:

- Aviation Maintenance Technician (AC)
- Aviation Technology (AD)
- Avionics Technology (AN)

Carpentry:
- Building Construction Technology (CB)
- Construction Carpentry
  - Carpentry Option (CN)
  - Home Remodeling Option (HR)
- Construction Management (BCM)

Computer:
- Computer Information Systems
  - Business Programming (BP)
  - Computer Science (CU)
  - Microcomputer Specialist (MS)
- Computer Operations Technology (CO)

Machining:
- Automated Manufacturing Technology (AF)
- Machinist General (MG)
- Toolmaking Technology (TT)

Mass Communication;
- Broadcast Communications (BC)
- Mass Communications (MC)

Related Courses by Discipline:
- Health Science Division:
- Fitness and Lifetime Sports
- Medical Terminology

New Baccalaureate Degrees for 1992-93 were:
- Technology Management
- Information Technology
- Automotive Technology Management

New Associate Degree for 1992-93 was:
- Woods Products Manufacturing

New Courses for 1992-93 were:
- FOR 210 - Forest Products
- MTT 270 - Project Management in Die Making
- ENL 240 - Early American Literature
- ENL 241 - American Literature Since 1865
- SOC 260 - Drugs and Society (STS)
- PSY 260 - Psychology of Human Sexuality

MUS 111 - Introduction to Music (ART)
ENL 257 - The Graphic Novel
SCI 165 - Introduction to Physical Science
SCI 280 - Natural Disasters and Civilization (STS)
PHO 101 - Black and White Photography (ART elective)
PHO 210 - Fine-Art Photography (ART elective)
PHO 220 - Photojournalism
PHO 230 - Commercial Photography
PHO 300 - Color Photography
MTH 190 - Pre-Calculus

DG - I.2.3 The College will provide quality instructional courses and programs which provide students with content, skills, and learning strategies to succeed in continuing academic study and lifelong learning.

Status Report 1993

The Academic Orientation Program was conducted again with six faculty participants. Student Support Services continue to offer Project Success and other programs designed to enhance learning. The Library bibliographic instruction activities numbered 151 for the 1992-93 academic year.

DG - I.2.4 The College will design and implement clear linkage between instruction in one class and instruction in related classes so that core competency skills are maximized and that students maximize their competence in content or career areas.

Status Report 1993

Focused activities are planned for the 1993-94 academic year. Informal linkages continued to prosper.

MS II.j.	ASI (DG) I.2.5	Academic Affairs will explore and implement strategies for integrating global perspectives and individual and cultural differences across the curriculum in certificate and associate degree programs. (Equity & Diversity)

Status Report 1993

No action to date.

DG - I.2.6 The College will continue to revise its offerings in secondary programs in response to external and internal needs and constraints.

Status Report 1993

Secondary programs no longer exist on Penn College Campus. Recommend retiring through Long Range Planning Committee.

MS II.l.	ASI (DG) I.2.7	Examine and revise the role, structure, and composition of Program and Curricular Advisory Committees. (Evaluating Planning)

Status Report 1993

New guidelines for membership, role and meeting schedules were adopted as of Fall 1993. Marketing initiatives and targeted presentations were taken to each committee during the 1992-93 academic year.

Goal

I-4 Outcomes Assessment

Design and implement an outcomes-oriented measurement of student and client success in meeting their identified educational objectives as a means of assessing institutional success.

Task (Modification)

****

MS I.a.	COUNCIL (DG) I.4.1	Improve outcomes assessment, the use of outcomes assessment, to improve teaching and learning. (Several years of work will be necessary to design, implement,evaluate, and improve this initiative.) (Outcomes Assessment) Provide administrative direction and support for improvement of OA, including: (1) assigning responsibility for OA, and (2) linking OA as a 1991-1992 "Major Institutional Initiative" (Outcomes Assessment) Set priorities, plan and implement a systematic OA program, including: (3) create an OA Planning and Implementation Committee; (4) include faculty on the committee who would pilot test various OA strategies; (5) write an OA Plan and evaluate its implementation status on a yearly basis. (Outcomes Assessment)

****

Status Report 1993

(1) Outcomes assessment at Penn College became a reality January 1992.

(2) Outcomes assessment was one of three major initiatives for 1992-93.

(3) An outcomes assessment planning group began fully functional in 1992-93.

(4) The Steering Committee has been reorganized for 1993-94, and an additional faculty working group is being implemented to conduct a variety of outcomes assessment projects.

(5) An outcomes assessment plan is in place for Penn College and will be annually updated.

DG - I.4.2 The College will assess students' attainment of core competency skills which will enable them to implement systematic problem solving strategies and be prepared to maintain learning as a lifelong pursuit.

Status Report 1993

The EDU 299 - Theory and Practice course provided enrollees with ideas and methodology to develop and assess student problem-solving activity.

****

MS I.d. ASI (WM) I.4.3 Initiate new data collection and analysis methods focused towards improvements in teaching and learning, including: (1) begin using a survey to assess student success and perceptions several years after graduation to provide feedback on the curriculum and related services;

****

Status Report 1993

On May 7, 1993, the College distributed its first Alumni Survey Report. It was administered to a cohort of students which entered Penn College during the 1986-87 academic year.

****

MS I.d. ASI (WM) I.4.4 Initiate new data collection and analysis methods focused towards improvements in teaching and learning, including: (2) begin using an employer survey to assess student competence and provide feedback for improvement in the curriculum;

****

Status Report 1993

The College began to plan for an employers survey as detailed in the above referenced task, and execution of the survey will take place during the upcoming academic year.

MS I.j.	ASI (DG) I.4.5	Strengthen the links between existing data, beginning with the "Program Review," and improvements in teaching, learning and other services in all areas at all levels, including: (1) assist faculty and administrative staff to use data that is already available to improve teaching and learning; (2) examine and use data trends that are reflected by several years' worth of data, versus using single year data for analysis and planning;

Status Report 1993

A comprehensive curriculum portfolio assessment process was initiated for all programs. This review examined enrollment trends, cost of delivery and growth potential of each academic program. This review is planned to take place on an annual basis and uses existing College data. The current Program Review process is under revision to integrate with the Portfolio Assessment process.

See Task DG - 1.2.2 for programs which completed the Program Review for 1992-93.

Goals

I-5 Foundation Skills

Ensure that students have sufficient foundation skills in communication, computation, problem solving, and critical thinking to benefit from instructional experiences and to apply effectively their learning beyond the College.

Tasks

WM - I.5.1 The College will assess students' entering academic skills and provide instructional and personal support services to enable students to attain their educational objectives.

Status Report 1993

The test/advise/schedule process continues to be the major vehicle for incoming student assessment. As part of the planning for the new Campus Center, computer-assisted student assessment will be available to student groups when the Center opens in Fall 1993. Such processes will be piloted during the fall semester, revised as needed, and fully implemented in preparation for the incoming Fall 1994 class. Currently under review is the report of the President's task force on quality. Expected to develop from this report are a number of issues concerning underprepared students, the impact of assessment of which has yet to be determined.

****

DG - I.5.2
MS Rec. I.k. The College will assess the success of students who enter with academic weaknesses.

****

This new task statement, I.5.2 was proposed and unanimously approved by College Council. It was created in response to Middle States Recommendation I.k.

Status Report 1993

This task statement has been translated into a cluster of outcomes assessment projects to be initiated during 1993-94. Preliminary study of students with arithmetic weakness was completed during 1992-93.

MS I.b.	CURR & ASI (DG) I.5.3	Direct attention to critical thinking and problem solving abilities of students, including: (1) assessment of student development and learning relative to critical thinking and problem solving; (2) integrate critical thinking and problem solving into the curriculum at the college, program and course levels; (3) affective dimensions of the A.A.S. core competencies. (Outcomes Assessment)

Status Report 1993

No specific action to date. Staff development for all faculty in area of critical thinking is planned for 1994-95.

MS I.l.	ASI (DG) I.5.4	Academic Standards and Issues explore the following mechanisms to improve information literacy: (1) bibliographic instruction for all students either before or during the first semester, and (2) across-the-curriculum library-based assignments. (Library/Instructional Resources)

Status Report 1993

Information literacy is a high priority for Academic Standards and Issues during 1993-94. For the 1992-93 academic year, 151 bibliographic instruction sessions were conducted by librarians.

MS I.r.	ASI & CURR (DG) I.5.5	Promote the following curricular initiatives: interdisciplinary education, cultural/diversity awareness, writing across the curriculum, fitness/wellness course work, information literacy through the use of curriculum development and staff development activities and through strategies like the formation of quality circles and interest groups. (Teaching-Learning)

Status Report 1993

The Presidential Quality Commission Report was presented and reviewed by President's Council. Recommendations concerning fragmentation, interdisciplinary activities, and staff development are part of the report. Implementation plans for action on the recommendations will be prepared by October 1993.

Goal

I-7 Instructional Delivery and Management

Provide quality instruction for students through systematic instructional planning, effective instructional delivery, and responsible instructional management which maximizes students' attainment of their educational goals.

Tasks

DG - I.7.1 The College will design and implement quality instructional strategies which develop students' mastery of core competency skills recommended by the Academic Standards and Issues Committee and endorsed through governance procedures.

Status Report 1993

This is an Academic Standards and Issues agenda item for 1993-94. In addition, Quality Commission recommendations address quality from multiple perspectives.

DG - I.7.2 The College will support development and implementation of instructional delivery innovations which:

- o Increase response to varied learning styles
- o Broaden time schedule and location access to instruction
- o Increase student mastery of targeted competencies.

Status Report 1993

The Title III Instructional Technology Grant continued as a major asset in developing College innovations to respond to learning styles, time and location access, and competency achievement. Hardware and software have been provided to faculty innovators who are supported by project staff in designing and incorporating individualized instructional technology strategies linked with targeted learning outcomes. Orientation training workshops continue for staff to insure that all faculty have foundation knowledge of the strategies and benefits from instructional design and instructional technology. Current and previously funded faculty innovators have also become strong advocates and resources within their individual divisions. Other faculty have adopted materials and strategies to broaden the impact of the project beyond those directly involved and funded. For 1993-94, all faculty are required to attend the Instructional Technology Overview presented by Title III staff. Faculty will then be encouraged to participate in more advanced-level courses offered by Title III.

The College will support student success through designing and implementing instructional management activities in the classroom, such as attendance monitoring, regular evaluation, and constructive feedback to students on their progress, and instructional modifications in response to students' needs within the limits of the legal requirements and institutional feasibility.

DG - I.7.3 The College will support student success through designing and implementing instructional management activities in the classroom such as attendance monitoring, regular evaluation and constructive feedback to students on their progress, and instructional modifications in response to students' need within the limits of the legal requirements and institutional feasibility.

Status Report 1993

A revised College attendance policy is before Academic Standards and Issues (Fall 1993). Approximately 200 faculty and staff have attended in-service for classroom assessment. Many faculty have implemented these techniques. Additional staff development opportunities will be provided during 1993-94.

GOAL AREA: STUDENT SUPPORT

To develop an atmosphere in which all students are encouraged to identify personal goals and define a plan for achieving them through an active commitment to learning, a strong sense of self-direction, self-confidence, self-worth, and respect for others. To provide a program of student support to accomplish a smooth progression through the recruitment, admission, career definition, financial planning, social and cultural development, and job entry processes for each student.

Goal

SS-1 Student Recruitment

Determine appropriate program by program enrollment goals and implement recruitment strategies that effectively market the College to potential students and allow program enrollment projections to be met each semester.

Tasks

WM - SS.1.3 MS Rec I.w.	The College will develop strategies on a programmatic basis for attracting non-traditional students.

Status Report 1993

The Career Service programs including Project Choice, Project Place, ASSET Program, New Choices, and New Options continue to be major conduits for nontraditional students to be attracted to the institution. In addition to that, special programs for veterans, displaced military workers, and programs targeted to specific industries where substantial reductions in force had taken place were offered by the College. Special emphasis was made during the past year to bring the College in contact with a number agencies that may be able to assist in the recruitment process.

The number of recruiting visits involving nontraditional students has expanded, and a special on-campus program was developed for social service agencies with a potential for assisting enrollment. Personnel changes within the Admissions Office will permit additional emphasis on nontraditional recruitment, and a plan for same is being developed for Fall 1994.

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DG-SS.1.3
MS Rec I.w.

The College will develop strategies on a programmatic basis for attracting nontraditional students.

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Status Report 1993

The BS degrees offered at Penn College are another vehicle for non-traditional students. The rotation of full-time faculty throughout all times of instruction, daytime to evening, will enhance the opportunities for non-traditional students.

The Career Services programs operate to attract non-traditional students to campus. These include Project Choice for under-employed or career-changing individuals, ASSET program for individuals with handicapping conditions, New Choices for persons in programs non-traditional to their gender, and New Horizons for Single Parents and Displaced Homemakers. The College was able to offer more Project Choice sessions through the addition of a part-time staff person. Through the office of Technical Liaison Assistant, programs were held with community agencies which frequently interface with prospective non-traditional students in order to promote the institution as resource for these persons. In addition, the College has participated in similar activities with the local Job Center.

WM - SS.1.4

The College will define and enhance the role of all staff in the recruitment retention process.

Status Report 1993

To support the College's Marketing Plan, the Admissions Office reviewed last year's "Recruitment Plan" and made appropriate changes. The "Recruitment Plan" helps the Admissions Office stay on track and centralizes all information regarding recruitment

for all campus constituencies. The first system was an automated campus tour system that is enhanced by an electronic message component. This system has saved a tremendous amount of person hours that was consumed trying to arrange tours and notifying the appropriate people on campus. It is now done in a logical systematic way with limited amount of staff time. The second major initiative was to develop an automated notification system for placement testing. The main feature is that academic staff can see who is scheduled for a particular test at any given time. Various offices are sent an electronic message regarding placement tests 5 days prior to an actual test. Again, this is a saving of people hours and better utilization of staff.

Goal

SS-2 Student Retention
Expand retention practices that enhance student opportunities for academic success.

Tasks

WM - SS.2.3 The College will expand the academic support programs for selected student groups.

Status Report 1993

During the past academic year major changes were made in the Act 101 Program which will increase the amount of professional time accorded to students eligible for these services. Expanded services were also offered in Project Success, Project Choice, and the Tutoring Center enjoyed increased numbers in academic, technical, and in-class tutoring. The development of a Computer Resource Manual for the Tutoring Center was also completed. The College expanded Supplemental Instruction service, and the NEOP program continued to assist students in the College's Nursing program. Learning disability students benefited from two special orientations, and expanded services were provided to students with physically handicapping conditions. Many of the above areas will be benefiting from enhanced operating space planned during the 1992-93 academic year.

WM - SS.2.4 The College will provide support for special needs populations in the student body.

Status Report 1993

Perkins, Single Parents Guid.	$ 069,542
Perkins, Disadvantaged	373,552
Perkins, New Options, Sex Equity	068,476
Act 101	116,999
Cooperative Education	071,679
Vets Education Outreach (VEOP)	002,230
Bradford County New Choices/Single Parents	075,993
North Campus New Choices/Single Parents	078,625
Assoc. Nursing Education Opportunity Program	111,689

DG - SS.2.5 The College will assess and revise as needed developmental coursework required of a student before attempting regular courses.

Status Report 1993

A preliminary study regarding arithmetic skills was completed during 1992-93. The results of the arithmetic study and recommendations will be made during 1993-94. Outcomes assessment research projects will be directed to this task during 1993-94.

WM - SS.2.6 The College will examine the need for expanded services to students with learning disabilities.

Status Report 1993

The activities of the Learning Disability Specialist have substantially expanded during the past year. Orientation sessions were held for these students and included intensive assistance for parents. Improved efforts in the area of student contacts through Admissions, student identification at the earliest possible stages and improved management information systems were developed.

DG - SS.2.7 The College will respond to the Developmental Studies Task Force Report(s) through continuing work/research in identified areas of concern, analyzing the data and taking appropriate actions based on the research.

Status Report 1993

Most recommendations from the Task Force were implemented by Summer 1992: placement testing brochures, trapping system, new placement test site planning, revision of Developmental Studies option sheet, preferred order of Developmental Studies courses. Remaining issues are now part of Outcomes Assessment research agenda or Quality Commission recommendations.

Goal

SS-3 Part-time Nontraditional Students
Expand educational opportunities and appropriate support services for non-traditional students.

WM - SS.3.1 The College will seek to expand the special population outreach career service programs.

Status Report 1993

The special populations program referenced in SS.2.4 provides an enhanced level of funding for students with disadvantaging characteristics. In the case of Career Service programs, New Horizons operated at both main campus and North Campus in order to serve displaced homemakers, pregnant teenagers, and single parents. New Choices provides career assistance to students with the goal to enter programs nontraditional to their gender. The ASSET program provided services for persons with handicapping conditions, Project Choice continues to provide services to unemployed and under-employed individuals, while Project Place provides adjustment to college activities for similar individuals.

In addition, the Act 101 program holds special career and college orientation and expanded offerings for a variety of special populations were incorporated in the College's Orientation Program.

DG - SS.3.2 The College will investigate the feasibility of dependent child care services for students and staff as an accommodation for present and potential student populations.

Status Report 1993

With the completion of the Campus Center anticipated prior to Fall 1993, Child Care services will be initiated at the institution consisting with the recommendations of a presidentially commissioned task force during the 1993- 94 academic year.

MS I.t.	SA (VPSA) SS.3.3	Improve and expand services to the part-time student: (1) develop a handbook that address the who, what, where, when and why for the part-time student; (2) develop a two-two-year (at least) college-wide list of course offerings that will help facilitate part-time student planning; (3) provide academic advising services especially during evening hours. (Teaching-Learning)

Status Report 1993

For Fall 1993 the College has shown a modest increase in the availability of courses for evening, part-time students. A local advertising program has targeted these prospective students. A two-year academic calendar is currently under consideration. For the past several years, academic advising services has been offered through the Advisement and Career Services Office during the evening hours.

MS II.g.	SA (VPSA) SS.3.4	Investigate the resource needs of the Institutional Research Office to facilitate the collection and processing of the internal and external data that is required for making informed decisions that affect the development of Long Range Goals and Objectives. (Evaluating Planning)

Status Report 1993

A substantial number of the participants in College Activities are already nontraditional students. Typical of the group is Student Government Association the leadership of which is virtually all nontraditional students. As the Campus Center is opened a more diversified slate of student activities will be promoted. This will include activities for nontraditional students. With respect to family activities, the College's Children's Series and Young Audience Series targets families of students and has enjoyed successful participation for a large number of years.

Goal

SS-4 Matriculation

Expand intake services to insure that students matriculate in an expeditious fashion and are prepared to successfully undertake their choice of College studies.

Tasks

WM - SS.4.1 The College will evaluate and revise as needed the test, advise, and schedule process.

Status Report 1993

Major improvements made during 1992-93 include better student notification of test dates, better follow-up of students who absent from test dates, expanded opportunities for student auto-scheduling, and more careful monitoring of section and class availability. The primary vector of change to the test/advise/schedule process will be the results of the President's Quality Commission which addressed the underprepared student as a major institutional concern.

WM - SS.4.2 The College will expand housing services to students both before and during enrollment.

Status Report 1993

Through the Admissions Office the pre-enrollment housing services for students have included expanded housing services during Fall Open House with the addition of an estimated 1,200 new beds over the past several years on the part of the five major landlords plus numerous additions to the College brokerage service. The opportunities in student housing have become sufficiently diversified and attractive so that housing is no longer a negative factor in student enrollment.

During the past year, the College has worked very closely with landlords to try to influence positive student behavior in the private housing residences. Uniform regulations for conduct, student dismissal, and party registrations were adopted by the major landlords, and while incidents did occur, on the whole the campus climate was substantially improved by better housing environment over the past year. This was perhaps influenced by a strong housing presence as a part of orientation informing both parents and students of rules and regulations, appropriate standards of behavior, and penalties for non-compliance. In addition, a student development program focusing upon personal safety; relations with local law enforcement officials; and such timely questions as substance abuse, date rape, HIV, and AIDS coupled with an emphasis on such issues throughout the year made noteworthy improvements for the residents of the student housing projects.

WM - SS.4.3 The College will seek to expand the financial support mechanisms for students.

Status Report 1993

A request has been submitted to Student Affairs Committee to retire this task. It is an ongoing process, and can now be treated as a maintenance item.

DG - SS.4.4 The College will improve prematriculation assessment practices including articulation credit.

Status Report 1993

The on-line transfer analysis for transfer credit has allowed immediate feedback to both advisors and students. Review for non-traditional credit assessment is scheduled for future.

DG - SS.4.5 The College will improve prematriculation opportunities for remediation of deficiencies.

Status Report 1993

Many students remediate deficiencies prior to enrollment by taking developmental courses at other colleges and/or improving their skills through tutoring and then retaking placement tests.

Goal

SS-5 Student Life
Enhance the campus social and cultural life for students.

Tasks

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WM - SS.5.1
MS Rec. I.g. The College will improve mass communications between all campus segment.

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Status Report 1993

Expanded student organizations space and the addition a student-communication-focused electronic message center at the Campus Center will enhance the communication with students.

MS.I.d.	ASI (WM) SS.5.2	Initiate new data collection and analysis methods focused towards improvements in teaching and learning, including: begin using a standard student development assessment, specially to be determined by the planning committee, to assess the College's effect on affective, student development areas of growth and change. (Outcomes Assessment)

Status Report 1993

No progress to date.

MS I.q.	SA (VPSA) SS.5.3	Extend the breadth of and provide ongoing opportunities for for student development programs which focus attention on independent living skills, issues of student responsibility, self-worth, sexual harassment, respect for personal and cultural diversity, alcohol and drug use, etc. (Teaching-Learning)

Status Report 1993

As a part of orientation, major student development activities included orientation to housing independent living skills, group relations, and roommate relations, sexual harassment, and sexual crime prevention, personal safety, cultural diversity, drug and alcohol abuse, HIV, and AIDS.

MS II.n.	SA (VPSA) SS.5.4	Create a programming board under student services with representative members to (1) evaluate the use of programs; (2) work toward programming the diverse student body; (3) extend programming to support academically-focused extra-curricular activities; (4) initiate mechanisms for evaluating programs; (5) extend activities scheduling to serve residential population; and (6) serve students at all campus locations. (Teaching-Learning)

Status Report 1993

No progress to date.

Goal

SS-6 Services for Students
Ensure that services for students are delivered in an efficient and effective manner.

Tasks

WM - SS.6.2 The College will evaluate the possibility of obtaining local student addressed in an efficient and accessible manner to assist in individual student communication.

Status Report 1993

The College's mechanism for collecting and making available student local addresses has been in place since 1992.

MS I.f.	SA (VPSA) SS.6.3	Review use of student activities fees to ensure that those fees provide direct benefits to the student payees. Among other concerns evaluated: (1) appropriations restricted to student activities rather than to college/community service activities; (2) use of those fees for staff salaries and benefits; (3) percentage of time devoted to student needs among student services staff (those supported by activities monies); (4) responsibility for Capitol Theatre and performing artist series; and (5) logic/practicability of the charge-back to college activities for use of college property (Recreation Center rental, for example). (Teaching-Learning)

Status Report 1993

Prior to the Middle States visitation, the student activity fee was substantially revised. Staff salaries, benefits and specific operating expenses were placed within the institution's operating budget with appropriate reductions of fee dollars. Revised chargeback schedules were developed for certain facilities within the Campus Center. Appropriations for cultural programming were geared to support campus-based activities or provided direct access to cultural events at the Community Arts Center. All changes were made prior to the Middle States Visiting Team Report and in a fashion consistent with the intent of the Middle States Committee.

MS I.m.	ASI (DG) SS.6.4	Strengthen the academic advisement system; determine its purposes, publish its objectives; explore advisement alternatives. (Teaching-Learning)

Status Report 1993

Specific initiatives in this area are resident in the Quality Commission Report. Initiatives and actions are anticipated during 1993-94 academic year.

MS I.ii	(VPSA) SS.6.5	The Health Care Office should be expanded to include services for those students in residence in campus approved housing facilities and to expand services for evening students.

Status Report 1993

The Student Health Services (health care office) has been expanded to allow for the possibility of services for students in residents. This includes the addition of a six-bed infirmary and substantially increased health service based in the Campus Center. Budget constrictions prevent the possibility of expanding Student Health Services personnel during the upcoming academic year.

MS II.d.	SA (VPSA) SS.6.6	Assess the effectiveness of student support services using, for instance, the Council for Assessment of Standard materials and evaluation packets. (Outcomes Assessment)

Status Report 1993

No progress to date.

GOAL AREA: ACADEMIC SUPPORT

To maintain a system of academic support services of sufficient depth, breadth, and caliber to help achieve fully effective instructional services; within this support system, to include course and curriculum development and evaluation, academic personnel development (including faculty development), library services, academic computing, media services, academic administration, experiential learning, and other activities as appropriate.

Goal

AS-1 Program Development Process

Develop clear, consistent academic standards and written guidelines for development, revision, and deletion of curricula and courses.

Tasks

DG - AS.1.1 The College will develop a revised program approval process and guidelines for the Curriculum Committee based on identification of core competencies and definitions of institutional credentials.

Status Report 1993

The revised curriculum approval process continues to facilitate the introduction and review of new and revised programs.

DG - AS.1.2 The College will develop and implement mechanisms for supporting identified curricular and/or core competency initiatives through modified schedules for faculty to facilitate individual or joint projects; release time for development of curricula, courses and/or instructional materials; or stipends for special projects.

Status Report 1993

Faculty Upgrading/Retraining Loan Fund continues to support faculty in development projects not otherwise supported through divisional or institutional funds. In 1992-93, nine individuals from four divisions completed projects supported by this fund.

The College continues to target funding for faculty release in grant proposals. Specifically, Title III and Tech Prep provide significant support for faculty release for development projects.

Curriculum development funding is available through Academic Affairs. From July 1, 1992 through June 30, 1993, 72 projects were funded.

MS I.n.	ASI (DG) AS.1.3	Develop a more comprehensive mechanism to more effectively assess courses. Use faculty, current and graduate students, employers and advisory committees in this effort. (Outcomes Assessment)

Status Report 1993

No action to date. Plans in place for 1993-94 activities.

MS I.v.	ASI (DG) AS.1.4	Collect, analyze and report comprehensive data on transferability of courses to other colleges, including general education and technical curricular courses. (Outcomes Assessment)

Status Report 1993

Comprehensive articulation plans are being prepared for each community college in Pennsylvania. All courses are being reviewed to identify articulated counterparts. The goal is to sign college-level agreements with all community colleges during the 1993-94 academic year.

MS I.y.	ASI (DG) AS.1.5	Due to the merger, take a special look at students who transfer to Penn State including articulation of: (1) the GS program with PSU curricula; and (2) A.A.S. programs with BS degrees in Technologies. (Outcomes Assessment)

Status Report 1993

No action to date.

Goal

AS-2 Program Evaluation

Develop clear, consistent academic standards and procedures for regular planned evaluation of effectiveness, quality, and accessibility of instructional programs.

Tasks

DG - AS.2.1 The College will develop and implement a system for regular, planned evaluation of all College credential programs.

Status Report 1993

Program review was completed for:

Aviation:
- Aviation Maintenance Technician
- Aviation Technology
- Avionics Technology

Carpentry:
- Building Construction Technology
- Construction Carpentry
  - Carpentry Option
  - Home Remodeling Option

Computer:
- Computer Information Systems
  - Business Programming
  - Computer Science
  - Microcomputer Specialist
- Computer Operations Technology

Machining:
- Automated Manufacturing Technology
- Machinist General
- Toolmaking Technology

Mass Communication:
- Broadcast Communications
- Mass Communication

Related Courses by Discipline:
- Health Science Division:
  - Fitness and Lifetime Sports
  - Medical Terminology

MS I.o.	ASI & CURR (DG) AS.2.2	Establish rationale and criteria for identifying curriculums with selective and restrictive admissions; then formalize and operationalize those criteria. (Teaching-Learning)

Status Report 1993

This item is on Academic Standards and Issues agenda for 1993-94.

Goal

AS-3 **Staff Development**

Develop a staff evaluation and staff development system which supports quality instructional delivery, maintains staff currency in their areas of responsibility, and strengthens the College's ability to meet student educational objectives.

Tasks

DG - AS.3.1 The College will refine procedures for evaluating staff performance and for providing development support for enhancing staff effectiveness in meeting student objectives.

Status Report 1993

Standards and requirements for all staff and faculty development were approved by the President in July 1993. These requirements set a standard for development for all employees. The classified staff evaluation is targeted for revision during Spring 1994.

DG - AS.3.2 The College will establish mechanisms for faculty and staff to provide feedback to supervisors relative to faculty and staff perception of the supervisor's performance.

Status Report 1993

Administrative evaluations are currently being revised and will be conducted again during the Spring semester. All Academic Affairs staff were evaluated during 1992-93.

MS I.d	ASI (DG) AS.3.3	(3)	Use qualitative data like student and faculty focus groups to gain feedback to improve teaching and learning;

Status Report 1993

No action to date.

MS I.x.	HR (DG) AS.3.4	Expand current and develop new staff development opportunities for adjunct faculty. Such opportunities include a standardized orientation, extended supervision and involvement with departments. (Teaching-Learning)

Status Report 1993

Orientation for part-time faculty continues on a division-by-division basis. Part-time faculty are encouraged to participate in department meetings. 1992-93 statistics for staff development participation are as follows: 100 classes offered; total registered - 1,004, unduplicated participants - 519.

Goal

AS-4 Media and Computer Use in Instruction

Establish and implement a plan for media and computer applications in the full range of curricula and in the delivery of instruction.

Tasks

DG - AS.4.1 The College will assess on a program-by-program basis the immediate and long-term needs for media and computer support for the program and the program faculty to deliver services to meet student and client objectives.

Status Report 1993

The Institutional Computing Long Range Plan and revised organizational structure was implemented in 1991/92 and updated during 1992-93. A major benefit was to coordinate allocation of computer units, especially units being reassigned after purchase of replacements. Clarification through the President regarding reassignment of computers during the replacement process has strengthened the reassignment process. The Vocational Education Equipment Grant was funded on a three-year basis and allowed for priority ranking of purchases and greater confidence in specific commitments. A regularly-updated equipment needs list is maintained which identifies priority needs for media and computer equipment on a division-by-division basis.

DG - AS.4.2 The College will develop and implement a plan for meeting identified media and computer support needs.

Status Report 1993

Addressed in AS.4.1 above.

DG - AS.4.3 The College will develop and implement a plan for maximizing the return on investment in terms of College-wide computer hardware, software, and human resources involved in delivery of computer instruction and media and computer support services.

Status Report 1993

Reorganization of Institutional Computing in June of 1993 increased efficiency in use of computer support staff. A centralized tracking system for hardware and support services requests was implemented in the second half of the year. The HELP desk has planned implementation for October 1993. Institutional Computing, as well as Technology Transfer Center (TTC) initiatives, have provided site licenses which increase the return on investment of software costs.

Goal

AS-5 General Academic Support Services

Provide appropriate support services through library and reference services, media, experiential learning opportunities, advising, and other activities which maximize student and client opportunity to meet their educational objectives.

Tasks

DG - AS.5.1 The College will identify and implement procedures which systematically catalogue and address staffing, fiscal, facility, and equipment needs necessary to provide quality services addressing student and client objectives.

Status Report 1993

The Institutional Computing Long Range Plan catalogs priority equipment, software and staff needs and assists in positioning such resources most effectively. Divisional Five-Year Plans guide the process for planning in all areas. In addition, Academic Affairs, in cooperation with the Dean of Development, maintains a regularly reviewed list of equipment priorities which becomes a central referent point as the College develops grant priorities. Finally, the general budget development and budget review process, including President's Council review of College-wide budget requests, is a systematic process of refining priorities.

DG - AS.5.2 The College will design and implement activities which insure consistent quality instruction from class to class, instructor to instructor, and program to program.

Status Report 1993

Academic Affairs divisional department heads assist in providing supervision and support closer to the point-of-contact delivery of instruction. Additionally, Program Review groups related programs together to assist in review of common elements and to help insure equal support across programs. A number of outcomes assessment activities are directed toward this task.

MW - AS.5.3 The Pennsylvania College of Technology Foundation, Inc., will solicit and acquire appropriate instructional resources and equipment to enhance the quality of the College's educational programs.

Status Report 1993

The Pennsylvania College of Technology Foundation acquired donations of equipment and materials for instructional programs valued at $195,952 in 1992-93 (thru March of 1993).

MS I.c	SA (VPSA) AS.5.4	Address the increase in underprepared students as it pertains to teaching and learning. For example, strengthen support programs, explore new strategies to meet student needs, promote self-worth, etc. (Teaching and Learning)

Status Report 1993

The program of Supplemental Instruction targets courses that are of strategic importance to students from across a number of curricula, and places a study skills professional in the classroom with the instructor to facilitate off-class hour meetings with students that focus upon the specific study and learning techniques appropriate to the course in question. Data gathered following the Spring 1993 semester indicate that students involved in Supplemental Instruction as a group tended to have higher final grades in the courses in question than those students who did not. During the next academic year, the Supplemental Instruction program will be modified on a pilot basis in the area of Occupational Therapy as a way to develop a beneficial but less staff intensive approach to serve as an alternative for programs and classes with lower enrollment. The President's Quality Commission will finalize the results of its year-long study proposing, in part, a response to the underprepared student.

MS I.s.	COUNCIL (RF) AS.5.5	To increase library funding to 3% of the College budget. (Library/Instructional Resources)

Status Report 1993

The Library funding was budgeted at 3.04 percent of the 1992-93 College operating budget.

MS I.ee	(DG) AS.5.6	It is recommended that the College expand library hours especially on Saturday.

Status Report 1993

Library hours were expanded in 1992-93 to include an additional 1-1/2 hours Friday afternoons (until 6:00 p.m.) and an additional 2-1/2 hours Saturdays (now 11:00 a.m.-5:00 p.m.; previously 1:00-4:30 p.m.). There were no new hours for 1993-94.

MS I.ff	(DG) AS.5.7	Increase staff so that a qualified librarian is on duty at all times to meet the demands of a growing and enlarged library requirement for an expanding college.

Status Report 1993

No additional librarians have been hired, although staff has increased by one (cataloging assistant) and we have hired additional student help. While the librarians rotate to cover Saturdays, late evening and Sunday hours are still staffed by reference assistants (classified level). 1994-95 budget request will include the creation of a new librarian's position with a Sunday through Thursday schedule.

MS I.gg	(DG) AS.5.8	The plan for anticipated future expansion of the library, as noted in the self-study, should be accelerated as the collection and library utilization, in the judgment of the team, falls below minimal standards.

Status Report 1993

Expansion/renovation is now scheduled to occur December 1993 through July 1994. The book collection, growing at a rate of 5000 titles/year, is now approaching 50,000. Periodical subscriptions number 720, up from 634 in 1991-92, and audiovisual titles grew by over 400. The Electronic Reference Center now houses CD-ROM products. Usage growth from 1991-92 to 1992-93 includes circulation +2%, faculty AV circulation +26%, reserves usage +21%, interlibrary loan +11%, and patron room count +10%.

MS I.hh	(DG) AS.5.9	Consideration should be given to increase the staff to expand services to the faculty and to provide services for evening operations.

Status Report 1993

See Section MS I.ff., LRP page II-38.

MS II.f.	COUNCIL (DG) AS.5.10	To develop an institutional information resource strategy to incorporate holdings outside the library proper. Such an initiative needs to be considered before or concurrent with the library automation process. (Library/Instructional Resources)

Status Report 1993

This is an agenda item for the TIE Group and also is under consideration for future Title III funding. Our first effort will be to include the Office of Instructional Technology's software holdings on the network.

Note that Proteus presently contains book and video holdings for all four campuses, with periodicals to be added by Summer 1994.

MS II.cc	(DG) AS.5.11	Employ a full time qualified librarian and necessary support staff at the North Campus.

Status Report 1993

We have not employed a librarian. Coordinator's schedule was expanded from 185-day to 205-day in 1993-94. A casual part-time reference assistant was hired in 1992-93; she works 12 hrs/wk. during the academic year and 8 hrs/wk. in the summer.

MS II.dd	(DG) AS.5.12	Increase holdings necessary to support the programs offered at the North Campus so they are not dependent on the main library.

Status Report 1993

Expansion of print holding is severely limited by space, and we have concentrated on electronic resources. The North Campus Library now has a periodical imaging system, which indexes over 1000 titles with full-text retrieval of over 300, and Westlaw, an on-line legal database.

We are also working to improve communication and document delivery between campuses; North Campus will access Proteus by Summer 1994.

MS II.ee	(DG) AS.5.13	Consideration should be given to enhancing coordination of the Media Center, Instructional Technology, and the Library.

Status Report 1993

"TIE" (Technology in Education) Group was founded in Fall 1992 and includes the above three groups plus Computer Services. Joint projects have included staff development offerings and a newsletter; the group is presently working on copyright issues.

MS II.ff	(DG) AS.5.14	The college, in view of its expanding statewide mission, should give consideration to developing distance learning capabilities.

Status Report 1993

The Library secured ALSS (Adult Learning Satellite System, an arm of PBS) membership through the FLIC consortium, allowing us to downlink and tape programs and teleconferences at a discount.

GOAL AREA: INSTITUTIONAL SUPPORT

To provide an ongoing program of research, planning and evaluation which serves as the foundation for formulating and assessing annual and long-term goals and objectives, which provides support for effective management decisions, and which results in the development of human, fiscal, and physical resources needed to deliver the institution's programs and services.

Goal

IS-1 Executive Management

Provide executive management systems which utilize strategic planning supported by valid and reliable research and evaluation data to formulate policy, make decisions, and implement actions through a well-designed organizational framework.

Tasks

DG - IS.1.2 The College will establish a process of review to determine that the annual plan of action for the institution does focus on student achievements and establish a process of assessment to determine that the College has followed the plan.

Status Report 1993

Review of Annual Institutional Objectives and LRP elements provides comprehensive input with full opportunity to define additional needed elements. Institution of Academic Affairs Division-level Five-Year Plans has assisted individual divisions in translating broader institutional goals into specific divisional and program-level activity. Similarly, Program Review draws direct attention and support for student outcome analysis.

RF - IS.1.3 The College will develop a structured, well-defined comprehensive system for data collection, analysis, distribution, and application.

Status Report 1993

The electronic purchase order system has been implemented College-wide, reducing staff time required to work within the purchasing system and increasing operational efficiency.

An automated retail management system has been purchased and installed in the College Store to better track the business activities of that auxiliary enterprise.

The fiber optic link connecting the Academic Center, the Lifelong Education Center, and the Advanced Technology & Health Sciences Center has been installed.

DG - IS.1.4 The College will establish support and reward structures which nurture nontraditional programming and entrepreneurial initiatives.

Status Report 1993

The Title III Instructional Technology Project (initiated in 1990/91) provided ten additional opportunities for faculty and support staff to receive release time, staff development travel and allocation of computer workstations to support specialized instructional delivery/materials development projects.

During 1993, the College implemented special initiatives and projects with associated guidelines and pay rates in the areas of Curriculum and Professional development. This listing (72 projects) was developed to support projects beyond normal faculty responsibilities and to ensure equity across the College. Additionally, the College's Technology Transfer Center provided unique supplemental opportunities for faculty to deliver specialized training and/or execute special projects for business and industry.

Twelve individualized Modified Work Assignments for faculty were mutually developed to provide release time and/or additional compensation for year-long special responsibilities and projects.

The College began development of a College-wide Savings Incentive Program to be implemented July 1, 1992. Both the group participation program and the individual participation component will reward employees for successfully implemented and proven cost-savings ideas. Funds are scheduled for distribution during 1993-94 academic year.

DG - IS.1.6 Each academic division will produce a five-year plan that anticipates staffing, equipment, curriculum, staff/faculty development, and resource needs. These plans will be assessed annually.

Status Report 1993

The five-year planning process continues to provide a framework and format for anticipating and planning for growth, change, technical and staffing needs. The plans are reviewed annually.

WM - IS.1.7 The College will develop a plan for long-term institutional growth from an enrollment, facility, and support services perspective.

Status Report 1993

During the past year, all numbers associated with the above referenced plan developed in 1992 were revised as 1991 and 1992 enrollment budget allocations, and appropriations were solidified. Further progress on the College's facility development plan consistent with the Stage IV Building Program were made.

WM - IS.1.8
MC Rec 11.c The College will ensure that all operating plans include statements linking goals/tasks to established Strategic Long Range Plan goals/tasks, and that all initiatives that do not support an existing Strategic Long Range Plan goal/task must be approved through the regular planning cycle.

Status Report 1993

No progress to date.

WM - IS.1.9
MS Rec I.a

The College will structure direct relationships among Long Range Planning, Outcomes Assessment, and institutional research to better assess the fulfillment of existing goals and to formulate new goals.

Status Report 1993

In an effort to better integrate the operations of the outcomes assessment and the Long Range Planning groups, a representative of the Long Range Planning Committee of Governance was placed on the Outcomes Assessment Steering Committee. This opens channels of communication between the two groups and ensures that they undertake operations that are compatible. In addition, the Long Range Planning Committee and the Outcomes Assessment Steering group met jointly to review the Graduate Survey and to make recommendations appropriate to each of their functions.

WM - IS.1.10

The College will assess the linkage between planning and budgeting to strengthen the cohesiveness of College-wide strategic planning.

This was previously listed as task statement IS.4.10. It has now been reassigned as task statement IS.1.10.

Status Report 1993

In an effort to better calendar the planning and budgeting functions, the College altered its budgeting calendar to reflect a much later conclusion to the process. This took place during 1992. In addition, the development of major institutional initiatives was also pushed to later in the year in order to take advantage of budgetary and planning developments.

MS I.h.	ASI (WM) IS.1.11	Develop a plan for identifying and maintaining essential existing support programs that are currently grant funded (in part or whole) and for accommodating student population growth and needs. (Teaching and Learning)

Status Report 1993

As currently structured, the College will use a contingency management procedure to maintain services of programs that are currently grant funded should funding sources be lost. In the past, the College has always had the capability of redirecting its energies to take advantage of new funding opportunities when old programs are discontinued. This has allowed a continuity of employment for most of the persons employed under grants over the past eight years and has allowed essential services to continue. With the reallocation of Perkins Funds, essential services funded under this major development source have been expanded, and therefore, new opportunities have arisen to extend the services to special populations. In addition, the College is exploring additional funding opportunities such as Talent Search, Educational Opportunity Centers, and the Trio Program.

MS I.i.	LRP (WM) IS.1.12.	Strengthen the linkage of budget development activities, establishment of Major Institutional Initiatives, and MBO development. (Evaluating Planning)

Status Report 1993

With the change in the budgeting calendar referenced in 1.10 above, the development of major institutional initiatives and administrative annual objectives has been facilitated in a fashion more consistent with the budget calendar.

MS I.bb	(RB) IS.1.13.	Penn College has developed a comprehensive governance process which appears at times to be complex. The Middle States Team believes that the Governance System is an excellent means through which to encourage the faculty and professional staff to make contributions in development of academic programs, peer evaluation, and outcomes assessment procedures.

Status Report 1993

During the past academic year, the President has continued to encourage participation in the Governance System by all members of the professional staff. Dr. Martin made a presentation to the Academic Affairs administrative staff that provided an update on the role of strategic planning in the Governance System.

MS I.cc	(RB) IS.1.14	To minimize the perception on the part of the faculty that the role of administrators on governance committees appears to be duplicative as both participants and evaluators of the recommendations made by the governance committees, the team recommends that consideration be given to defining the roles of administration personnel to serve as resources as well as participants.

Status Report 1993

This task has been placed on the agenda of College Council but was not acted upon during the past year.

MS I.dd	(WM) IS.1.15	Carefully monitor the complexity of the planning process to ensure that it does not become cumbersome or too slow to respond to environmental change and that if focuses on highest priority institutional needs. Opportunities should be sought to simplify the process as it continues its development.

Status Report 1993

The planning process was reviewed by the Long Range Planning Committee during the 1992-93 academic year. The results of that were the Planning Manual which was inserted in the past publication of the Annual Update to the Long Range Plan. That Planning Manual provides an excellent explanation of the process. In addition, personnel involved in the process have met with various constituencies across the campus to answer questions regarding the process. While complex, the process does permit a great deal of collegiality and ensures that no element which is appropriate to inclusion in the plan is omitted.

MS II.aa	(WM) IS.1.16	As the planning process continues to develop, the college should assure that fund raising priorities for the Foundation and Development Office continue to relate closely to the goals and initiatives that are identified.

Status Report 1993

This is an on-going activity.

Goal

IS-2 Budget and Finance

Provide fiscal resources requires to deliver approved programs and services within the framework of balanced budgets, adequate fiscal reserves, and sound financial planning.

Tasks

RF - IS.2.1 The College Board of Trustees and Administration will work with the Commonwealth and Penn State University to implement new affiliate status.

Status Report 1993

This task has been completed.

RF - IS.2.2 The College will expand its multiple year enrollment projection process and budgeting process to a regular three-year process, including institutional assumptions and budget criteria based on variable conditions.

Status Report 1993

Enrollments are projected for a five-year period as part of preparing the Program Budget (or State Budget) and the College operating budget. The enrollment projections are used to estimate student fee revenue as well as instructional costs.

MW - IS.2.3 The Pennsylvania College of Technology Foundation, Inc., will coordinate special events such as the Endowment Fund Campaign, the Golf Classic Tournament, and the Sports and Recreation Festival to strengthen the monetary resources and to create goodwill within the community.

Status Report 1993

Special Events:

1) Golf Classic - raised net income of $20,114 for scholarships
   Date of event: May 10, 1993
2) Visiting Chef - raised a total income for both November 6, 1992 and April 23, 1993, of $12,000 - expenses were $8,100.
3) Dinner/Auction - October 3, 1993, raised net income of $23,350 (gross profit of $36,718)
4) David Armstrong Print - Sold out in January 1993, raised $5,325 in 1993, raised $37,296 in 1992 (October-December).
5) Corporate Cash - $14,663 for 1992 (from July to December)
6) Individual Cash - $5,401

MS I.jj	(RF) IS.2.4	The College should continue to explore, open and develop new revenue streams to reduce the pressure now placed on tuition income.

Status Report 1993

The College has considered and rejected a number of external strategies that would create new revenue streams to reduce student tuition. Throughout the past year, the College has dramatically expanded services to students to increase revenues through auxiliary enterprises. In addition, the College's Foundation has explored new possibilities for investment strategies and will continue to do so throughout the next academic year. Among those involved with reviewing such opportunities, there seems to have developed a consensus that new revenue streams that do not require substantial initial capitalization are quite rare.

Goal

IS-3 Human Resources

Encourage and support (conceptually, financially) the contribution of each individual to their fullest potential by establishing clear and effective policies defining equitable hiring, promotion, benefits, professional development, and salary systems and promoting high standards of conduct and performance in an environment of genuine respect for each individual.

Tasks

MW - IS.3.2 The College will conduct market surveys and evaluate results for Classified and Service positions.

Status Report 1993

Surveys for Classified, Service, and APT groups have been completed. Evaluation of results is to be completed in July of 1993.

MW - IS.3.3 The College will complete the update of all Administrative, Professional, and Technical positions and assess them using revised Administrative, Professional, and Technical assessment criteria.

Status Report 1993

Completed update and implemented new system.

MW - IS.3.4 The College will examine alternatives and enhancements to the College's current billing package as a strategy for recruiting and retaining competent staff.

Status Report 1993

A Task Force appointed by Dr. Breuder has spent the year examining the prospects of a flexible benefit plan for employees. That process continues. That body also examined but rejected a managed care plan for health insurance.

RB - IS.3.5 The College will evaluate and develop appropriate recommended procedures for managing alternate faculty teaching calendar options which might strengthen opportunity for faculty training and continued education. Alternatives may include summer and/or overloads in one semester to build release time for pursuing staff development not possible during a full teaching schedule.

Status Report 1993

* By vote of the Long Range Planning Committee on 4/20/93 and College Council, Task IS.3.5 was removed from the list of active tasks and requires routine maintenance.

DG - IS.3.6 The College will examine alternatives and develop recommendations for integrating part-time faculty into institutional and divisional planning, curriculum development, and student support services.

Status Report 1993

Orientation sessions are held each semester for new part-time faculty in the Integrated Studies Division and the Business and Computer Technologies Division. All College part-time faculty receive a copy of A Handbook for Adjunct and Part-time Faculty, by Donald Greive, and the College's Faculty Handbook, and are on the routing list for Adjunct Mentor. All staff development sessions are open to part-time faculty, who receive schedules and announcements of all sessions.

MW - IS.3.7 The College will examine recommendations for recognizing length of service to the College of current and separating employees.

Status Report 1993

A committee operating under the aegis of the Human Resources Committee developed a plan for recognizing long term employees and 1993 retirees. The plan was approved by College Council and implemented in 1993.

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DG - IS.3.8 The College will implement a systematic program of leadership development for faculty and staff. MS
MS Rec. I.p.

****

This new task statement, IS.3.8, was proposed by the Human Resources Committee and approved by College Council. It was created in response to Middle States Recommendation I.p., "Develop a three-year staff development program which will also dovetail with the Long Range Plan. That program will include learning theory, instructional delivery and assessment, training for all supervisors, department heads and other evaluators as well as design and organize "quality circles" to advocate teaching and learning. (Teaching and Learning)"

Status Report 1993

Due to staffing changes, no formal leadership development plan has been proposed, an institutional focus being on staff development and a direction for that development being teaching and learning. Required staff development for 1993-94 will begin to address a more comprehensive staff development plan.

MS I.j.	HR (DG) IS.3.9	Strengthen the links between existing data, beginning with the "Program Review," and improvements in teaching, learning and other services in all areas at all levels, including: * aggregate faculty evaluation data (supervisors' and students' ratings) so faculty can compare their ratings with others' ratings across the college, divisions, and programs and courses where possible without violating confidentiality. (Outcomes Assessment)

Status Report 1993

Data were aggregated for 1992-93 by division and by College. Confidentiality was maintained.

MS II.e	HR (MW) IS.3.10	Establish a mentor program to assist new staff to adjust to the College's policies and procedures as well as to Williamsport and surrounding community. (Equity & Diversity)

Status Report 1993

No action to date.

MS II.m.	HR (MW) IS.3.11	Investigate and design an "employment package" for regular part-time faculty. (Teaching and Learning)

Status Report 1993

The Human Resources Committee, working with the Staff Development and Human Resources offices, developed and printed an orientation guide for part-time faculty.

Goal

IS-4 Physical Plant

Create and maintain an attractive, functionally efficient physical plant and campus setting which effectively supports the programs and services of the College by enhancing the learning environment.

Tasks

WT - IS.4.1 The College will monitor physical plant operations to insure preservation of the present environment and will review renovations prior to implementation to insure changes consistent with programmatic needs.

Status Report 1993

Monitoring the Facilities Plant Operations is an on-going process that takes place with each request for a renovation. Open communications with all levels of both faculty and staff during renovations this year have aided and avoided problems with construction and renovations.

WT - IS.4.2 The College will monitor facilities' needs and advise the divisions of feasibility of renovations resulting from program changes. This will include, but not be limited to, costs and other facility requirements to determine a break-even analysis.

Status Report 1993

The monitoring of facilities' needs during this year has resulted in the current renovation projects for new physics and biology labs, and, in each case, the General Services Department has worked with the Administration to make recommendations to reduce project costs.

WT - IS.4.3 The College will review on a regular basis facility deficiencies to insure that needs are corrected and that facility deficiencies will not affect program requirements.

Status Report 1993

Projects that were reviewed this year were deficiencies that were found that need to be corrected and can be explained as follows:

(1) Underground tank testing with one tank being removed and replaced.

(2) Sidewalk restoration and repairs.

(3) Air conditioning of selected classroom spaces where environmental problems need to be corrected.

WT - IS.4.4 The College will, as additional expansion takes place, incorporate within the project review the changing needs for parking requirements.

Status Report 1993

No substantial expansion for parking was required, and there are no current plans likely to develop, nor will additional parking be required.

The General Services Department did review some lighting problems in parking areas, and projects were presented for budget approval.

WT - IS.4.5 The College will develop an on-line database to meet requirements for physical facility inventory and space utilization as the profile of programs change across the Campus. Within the structure of the program, a periodic update will be included.

Status Report 1993

No progress to date.

WT - IS.4.6 The College will undertake the financing, planning, and implementation of the Stage IV Building Program to include a Campus Center, Community Arts Center, Aviation Center, and other facility renovations and enhancements.

Status Report 1993

The completion of the new Aviation Center and the Community Arts Center occurred during the reporting year of 1993, and it is anticipated that the Student Campus Center will be completed during August, 1993.

WT - IS.4.7 The College will continue implementation of a recycling program to insure compliance with Pennsylvania State Law, ACT 101.

(ACT 101 of 1988, The Municipal Waste Planning, Recycling and Waste Reduction Act, Section 1509, states by law, that all public, non-public, and private primary and secondary schools and vocational-technical schools, special education schools, driver training schools and state-owned schools and institutions of higher education must establish and implement a recycling program by September 26, 1990.)

Status Report 1993

The College continues in its efforts to recycle, and, though not as successful as had been hoped, recycling is being accomplished.

MS I.e. FAC (WT) IS.4.11 The Facilities Committee of the Governance System at Penn College assume oversight for the following:

1. coordination of all Safety and Health Program activities,
2. education of all College employees, especially faculty who are responsible for laboratories where hazardous conditions may exist and student to whom the College has the obligation to provide a safe learning environment, and
3. a safe environment for all in regards to OSHA, EPA, and "Right-To-Know" legislation. (Library/Instructional Resources)

Status Report 1993

The Facilities Committee is currently working with this task and has submitted recommendations to College Council regarding Items #1 and #2; however, there is no report at this time from the General Services Department.

MS I.u.	FAC (WT) IS.4.12	Recommendations to Facilities to: 1. access classroom and laboratory seating (with both enhancement and replacement schedules) 2. assess classroom and laboratory environments in regard to climate and air quality. (Library/Instructional Resources)

Status Report 1993

The Facilities Committee has worked on Item #1; no progress to date on Item #2. No report from General Services at this time.

MS II.b.	FAC (WT) IS.4.13	Provide increased security and protection of the personnel and physical property of the College by implementing a monitor system for fire and other hazardous conditions. (Library/Instructional Resources)

Status Report 1993

This item has been mentioned briefly at the Facilities Committee meetings, but no progress to date from the Committee or General Services.

MS II.i	LRP (WM) IS.4.14	Investigate the resource needs of the Institutional Research Office to facilitate the collection and processing of the internal and external data that is required for making informed decisions that affect the development of Long Range Goals and Objectives. (Evaluating Planning)

Status Report 1993

The resource needs of the Office of Strategic Planning and Research have been reviewed and determined to be satisfactory for the objectives of that office.

Goal

IS-5 General Administration and Logistical Services

Create an efficient network of purchasing, computing, campus mail, motor pool, shipping/receiving and supplies, and related administrative and logistical systems which facilitate and support basic institutional operations.

Tasks

RF - IS.5.1 The College will expand as appropriate the current level and quality of administrative computer and telecommunication support services.

Status Report 1993

The electronic purchase order, work order, and supply order systems have been implemented College-wide.

The fiber optic link connecting the Academic Center, Lifelong Education Center, and the Advanced Technology & Health Sciences Center has been installed. Installation of Local Area Networks (LANs) and related user training has been initiated.

Telecommunications and computer systems have been expanded to and installed in the Aviation Center, Campus Center, and Community Arts Center.

College staff assisted with the evaluation, selection, and installation of the automated ticketing system and the accounting system for the community Arts Center.

Computer Services has implemented the problem tracking system to monitor the relation of computer-related problems and evaluate the quality of services provided to computer users.

RF - IS.5.2 The College will develop a structured, well-defined system of logistical support services.

Status Report 1993

Refer to previous status reports regarding implementation of electronic logistical support systems.

Purchasing, receiving, and delivery systems were coordinated for the identification, selection, and delivery, and installation of goods for the Aviation Center, Campus Center, and Community Arts Center.

Cost saving measures were implemented such as the Fiscal Fitness program, electronic long distance telephone chargeback, employee business travel agreements, prescription drug discount program, and self-insured dental coverage.

RF - IS.5.3 The College will deliver high quality auxiliary enterprise programs.

Status Report 1993

The College Store has been relocated to the Campus Center to a space triple the size of the former Bookstore.

Center Court has been opened in the Campus Center to provide food services in a fast-food environment.

A food and beverage space is available in Penns Inn in the Campus Center.

The debit card system has proven to be successful in the pilot phase. Expansion of the system will be evaluated in 1993-94.

RF - IS.5.4 The College will expand as opportunities allow the Information Center function to provide state-of-the-art technological support in the areas of local area networking, office automation, and access to the College data bases.

Status Report 1993

See IS.5.1.

RF - IS.5.5 The College will enhance the Computer Services training experiences for new personnel and update competencies of existing personnel on current or new applications.

Status Report 1993

Established networked access to on-line software tutorials (for example: WordPerfect)

Increased the number of computer-based training sessions on various software applications coordinated between Computer Services, Staff Development, and the Technology Transfer Center.

RF - IS.5.7 The College will review and revise, as appropriate, the automated budgeting, accounting, research, and reporting systems to support administrative decision making.

Status Report 1993

See IS.2.2.

WM - IS.5.9 The College will enhance the scheduling, billing, registration, and reporting support system.

Status Report 1993

A substantial revision of the College's scheduling, billing, and registration systems has been approved as a policy initiative by the Board of Trustees. This process is designed to enhance the probability that students will pay bills by the tuition due date. In addition, it compartmentalizes certain activities to certain populations on a given day in order to facilitate operation of the service offices during the busiest days of the year on campus. The implementation of late fees is perceived as a motivation for students to pay by the due date in the hopes that the scheduling, registration, and billing process will not impact upon the academic year.

Goal

IS-6 Quality Assurance

To assure that Penn College aspires to the highest standards of academic excellence promulgated by the Middle States Association in its handbook "Characteristics of Excellence in Higher Education - standards for accreditation."

Tasks

WM - IS.6.1 The College will participate in the periodic self-assessment process prescribed by the Middle States Association, and will secure re-accreditation.

Status Report 1993

In Spring 1992, the College successfully underwent a Middle States re- accreditation visit. Notification was given to the College in Summer 1992 of this fact. The final act of the standing Middle States Committee was to incorporate the recommendations of the Visiting Team and Planning Committee into the present document.

Goal

IS-7 Penn State Affiliation

Continue development of Penn State affiliation while ensuring independence of Penn College within the context if the affiliation agreement.

New sub-goal, IS-7, and new task statements, IS.7.1 and IS.7.2, were proposed by the Long Range Planning Committee and approved by College Council. They were created in response to Middle States Recommendations I.II.

Tasks

WM - IS.7.1 MS Rec I.II.	Extend proactive communication with College Board of Directors (via President's Office) to guarantee continued awareness and understanding of fiscal/academic strength, activity and uniqueness as related to College's specialized educational mission.

Status Report 1993

Through the addition of several new board members to both the Corporate Advisory Board and Board of Directors, the President's Office has continued to guarantee the appropriateness of the relationship between the Pennsylvania State University and Pennsylvania College of Technology.

DG - IS.7.2 MS Rec I.II.	Continue regular consultation and sharing of new/expanded program initiatives with Penn State (at Academic Affairs level) to ensure awareness and understanding of specialized program objectives and to maintain Penn State support of such initiatives.

Status Report 1993

Curricular plans (five-year model) and specific new programs are routinely shared with the Board of Directors and in final document stages with the Vice Provost and Dean of Undergraduate Education.

Goal

IS-8 Diversity

The College will identify and implement activities to enhance and expand the opportunities for participation of students, faculty, staff and community members of diverse backgrounds.

Tasks

MS I.w	HR & SA (MW) IS.8.1	Create a multi-cultural advisory committee comprised of students, business and community leaders, staff and educators that reflects a broad diversity of ages, races, abilities and both genders. The advisory committee would advise the College President and his designated administrative staff about plans and strategies that support the College's goal of diversity.

Status Report 1993

The Human Resources Committee considered and endorsed the concept. It was referred to the governance Student Affairs Committee and consideration is on-going.

MS I.z	SA (MW) IS.8.2	Penn College implement outreach strategies to encourage minority and female junior high school and high school students to participate in College and technical career awareness activities. (Evaluating Planning)

Status Report 1993

In May of 1993 the College hosted a day-long visitation targeted at high school underclassers, including minority and females. Approximately 260 students attended a variety of sessions highlighting the College's technical programs.

MS I.kk	(MW) IS.8.3	The College should consider installing either push button pneumatic door openers or other automatic door devices at the entry to the various campus buildings for service to the handicapped.

Status Report 1993

The College's Task Force on compliance with the Americans with Disabilities Act developed a series of recommendations relating to handicap accessibility, including installation of door closers for all facilities. These are to be installed in 1993/94.

MS II.gg	(MW) IS.8.4	The college should expand its constructive interest in developing a broadly based culturally diverse student and staff profile that is more representative of its broader state-wide mission.

Status Report 1993

Acting in accordance with its Plan For Equal Opportunity, the College's enrollment and employee mix both included minorities in proportions greater than found in the primary service area of the College in 1992-93.

GOAL AREA: PUBLIC SERVICE

To serve as a catalyst for community economic, social, cultural development through meetings, seminars, cultural events, technical consulting services, applied projects in the community, and other activities as appropriate,

Goal

PS-1 Technical Consultation

Provide technical consultation and undertake off-campus service projects of instructional value to benefit College constituencies.

Tasks

DG - PS.1.3 The College will participate in on-campus projects as deemed instructionally valid.

Status Report 1993

The following is a list of on-campus projects completed during the 1992-93 year:

Construction and Design Technologies Division:

- Built and installed backstop.
- Dry-Kiln at Earth Sciences Center; walls, roofing, and sheeting.
- Built two pair of oak steps for Community Arts Center stage.
- Built conference tables for Construction and Design Division.
- Built and installed computer shelves in LEC A206.
- Installed receptacles in ACC and ATHS.
- Repaired and replaced wiring on equipment in construction labs.

- Repaired electrical cords in LEC A217.
- Re-wired lights in BTC 109 and 111.
- Installed receptacles in Tech Prep office.
- Re-wired power feeds to equipment and wire toolroom.

Natural Resources Management/Transportation Technologies:
- Aviation Center landscaping.
- Flower arrangements for Community Arts Center opening and other campus events.

Industrial and Engineering Technologies:
- Made candlesticks for gifts upon request.

MW - PS.1.4 The College will summarize activities on an annual basis to optimize public relations value.

Status Report 1993

Annual Report distributed Fall of 1992. This is an on-going activity.

DG - PS.1.5 The College will develop a mechanism for evaluating public requests for College services.

Status Report 1993

Public requests of instructional projects are reviewed at the divisional level to insure appropriate student learning from the project. Presidential approval is required for off-campus projects. Technology Transfer Center applies similar criteria before accepting projects.

Revised forms to facilitate the procedure have been implemented.

DG - PS.1.6 The College will identify the appropriate scope of service to business and industry in relation to the College mission statement.

Status Report 1993

Technology Transfer Center evaluates individual projects in terms of the College's ability to provide quality outcomes and in terms of appropriate return on investment of College resources to accomplish the project. Priority is given to projects which can return to faculty and students staff development, equipment, materials and supplies and other assets which will enrich the instructional programs beyond the scope of the individual business/industry initiative. Administrators from academic divisions or other College units impacted by a business/industry project review proposals and must approve before any such project is initiated.

DG - PS.1.7 The College will write procedures and criteria evaluating all requests for technical projects.

Status Report 1993

Such procedures are in place as noted in PS.1.6 above.

Goal

PS-2 Enrichment Programming
Provide cultural, educational, and entertainment programming that enriches the academic and personal development of the student body and community residents.

Tasks

WM - PS.2.1 The College will provide programming that enriches the academic and personal development of the student body and community residents.

Status Report 1993

The College placed major emphasis during the past year on continuing its Performing Artist Series, Children's Series, Dance Series, Women's Series, and Young Adult Series for both students and community residents. A highly successful grand opening of the Community Arts Center included eight performances that appealed to a great diversity of patrons.

Programs referenced under Task SS.5.3 were offered. In addition, a great deal of planning for student developmental and recreational activities to take place in the Campus Center was undertaken and completed during the present academic year with the goal of providing a fully operational center emphasizing student development and student activities for the 1993-1994 academic year, beginning Fall 1993. Planning was completed for the operation of student convenience stores, lounges, student organizations meeting space, the Women's Center, Student Activities Offices, the Fitness Center, and Penn's Inn.

WM - PS.2.2 The College will expand the entertainment opportunities for community residents.

Status Report 1993

During the 1992-93 academic year, the major emphasis on entertainment opportunities for community residents was made through the completion of the Community Arts Center. The Arts Center opened with major performances by Skitch Henderson and the New York Pops; Lee Greenwood; Yo Yo Ma and Emanuel Ax; Gregory Hines, the Billy Taylor Trio and Savion Glover; and Aretha Franklin. In addition, a Laser Light Rock Show for area teenagers, the Wizard of Oz for school children, and the Chipmunks for children were also part of the opening series. With the operation of the Arts Center, as a separate corporation owned by Penn College, the institution has positioned itself to be the major cultural influence in the North Central Pennsylvania region.

MS II.bb	(WM) PS.2.3	The College should continue its efforts to involve alumni as advocates and supporters of the College; this concept has increasing potential as the college moves toward the awarding of baccalaureate degrees.

Status Report 1993

During the past year, the College has completed a three-year task that will substantially expand the alumni data base. Fifteen-year old alumni records will be updated by a private service funded through a grant from Penn College Foundation and the previous alumni association. When completed, the College will have updated information on as many as 7,000 new alumni, a move that will virtually double its alumni data base.

PART III

LONG RANGE PLANNING

Pennsylvania College of Technology

Planning Manual

Written by the Long Range Planning Committee 1990-1991, under the direction of:

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INTRODUCTION

This planning manual describes the various component processes of Pennsylvania College of Technology's (Penn College) strategic long range planning cycle. Each component process of the cycle is divided into steps, indicating the primary participants, the actions they take, and a proposed time frame for completing the actions. Furthermore, each process is keyed to a corresponding flowchart, depicting the progression of the steps.

Penn College has revised its long-range planning process in an effort to provide a more strategic focus. In so doing, it has enhanced the role of research and integrated this function with the planning process in order to achieve a strategic outlook.

The process also describes a method for validating changes in the plan. In the past, Penn College did not have a systematic method for reviewing the plan on a periodic basis and establishing campus-wide input on planning changes. Such changes are now accomplished through a dual track that utilizes the institution's organizational hierarchy (the vice presidents, the deans, the assistant deans, the directors they supervise, and the faculty and staff within each division or department) as well as the Governance System. Thus, any alterations of a planning component require Governance approval through one of the committees and College Council.

Coordination of the planning process lies with the Director of Institutional Research and Planning. The Long Range Planning Committee in Governance reviews various issues and research projects and makes recommendations regarding planning implications based on the results of these reviews. This committee also performs custodial functions regarding the structure of the Strategic Long Range Plan, including component numbering, taxonomy, and structure.

OVERVIEW

The College's Long Range Plan includes a governing philosophy and a mission statement for the institution. The Plan lists College goals and organizes them into five goal areas: Instruction, Academic Support, Student Services, Institutional Support, and Public Service. Delineated tasks lead to the accomplishment of each goal.

From the Philosophy and Mission, President's Council distills a Vision Statement, a short version that states the essence of the College's philosophy, mission, and future direction.

PLANNING PRODUCTS

Penn College produces a number of documents which address various aspects of the planning process and provide a strategic direction for the College. These include the following:

Strategic Planning Sourcebook This document replaces the institution's Fact Book. It is an information source for the College community and includes a history of the institution as well as its organizational structure. In this document resides a great deal of internal and external data of planning interest to various segments of the College community.

Major Institutional Initiatives This annual list of objectives is drawn from the Long Range Plan, key routine operations, and presidential initiatives and includes, in brief form, the major activities to be undertaken by the College during the upcoming year.

Strategic Long Range Plan This document includes the philosophy, mission, goals, and tasks of the College as well as an annual progress update describing the status of each task.

Long Range Plan Cumulative Update This document includes the philosophy, mission, goals, and tasks of the institution as well as all of the annual updates for each of the tasks since the last Middle States Accreditation.

Annual Plan of Operation This document includes the objectives from the MBO Plan for each of the area vice presidents and deans and is drawn from the Long Range Plan.

Annual Performance Report This document is based, in part, on the evaluation of each of the area vice presidents and deans' progress in accomplishing annual objectives as stated in the Annual Plan of Operation.

TERMS USED IN THE PLANNING PROCESS

Objective An objective is an initiative developed by an administrator to accomplish all or part of a goal or task from the Long Range Plan.

MBO (Management By Objective) On an annual basis, each administrator prepares an MBO plan that includes the annual list of objectives (most of which must be tied to the Long Range Plan) and strategies for accomplishing each objective for the upcoming year.

EMR (Executive Management Review) This document summarizes the process by which each administrator is evaluated based upon successfully accomplishing the given set of objectives delineated in the annual MBO Plan.

Research and Evaluation

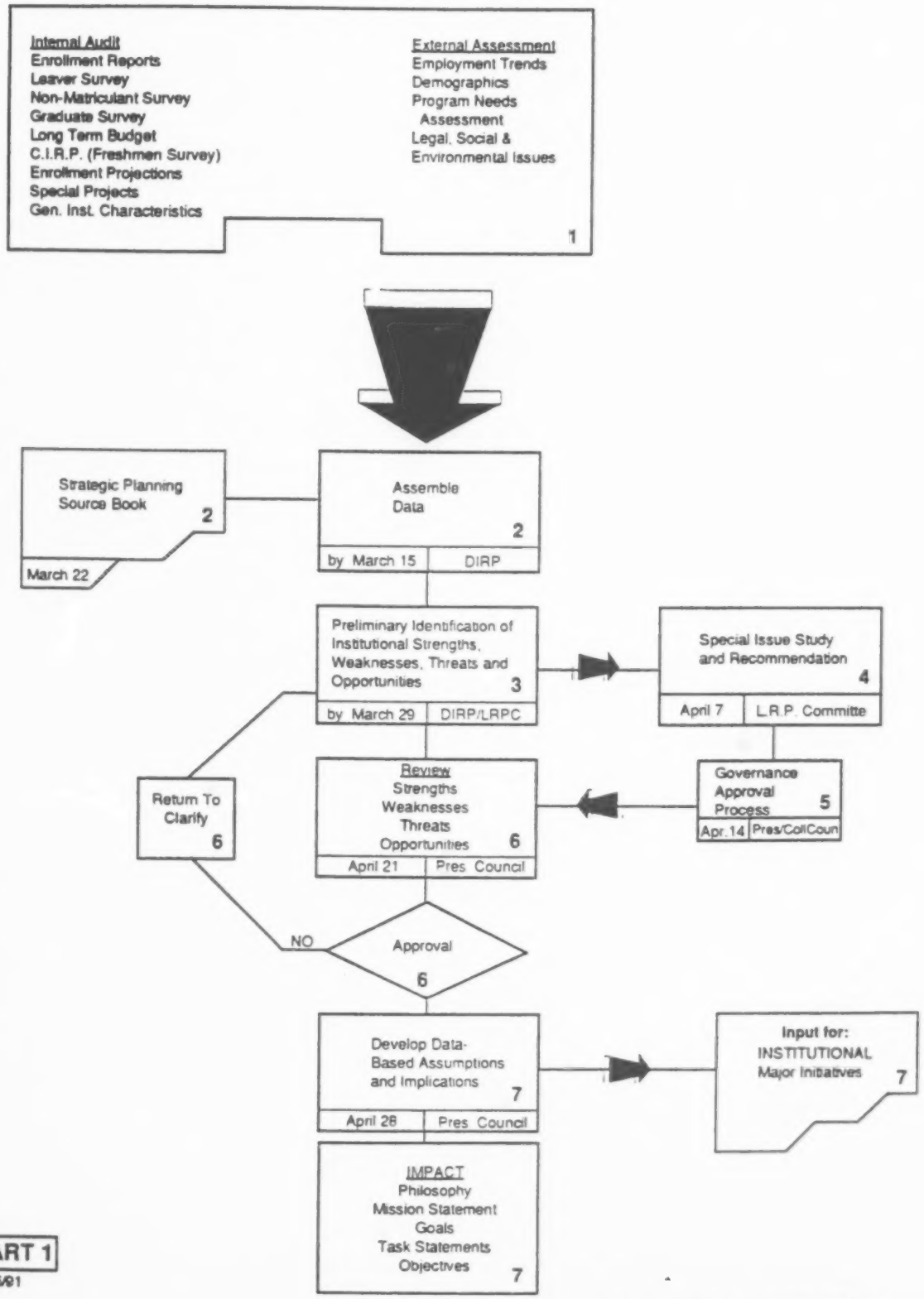

CHART 1
4/5/91

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PROCESS FOR COLLEGE RESEARCH AND EVALUATION FOR STRATEGIC LONG RANGE PLANNING

Every eight months to a year the Director of Institutional Research and Planning (DIRP) and the Long Range Planning Committee (LRPC) review the college's research and evaluation efforts. The following steps describe the process for producing the Strategic Planning Source Book and evaluating the compiled data as shown in Chart 1 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning (DIRP) conducts internal audits and external assessments to develop a variety of research documents. They consist of:

Internal Audits:	External Assessments:
enrollment reports	employment trends
Leaver Survey	demographics
Non-Matriculant Survey	program needs assessment
Graduate Survey	legal, social, and
long term budget	environmental issues
C.I.R.P.(Freshman Survey)	
enrollment projections	
special projects	

   Proposed completion date: March 15.

2. The DIRP assembles/compiles this data for inclusion in the Strategic Planning Source Book.

   Proposed completion date: March 22.

3. The DIRP and LRPC evaluate all data to identify institutional strengths, weaknesses, threats and opportunities.

   Proposed completion date: March 29.

4. The LRPC chooses special issues for study and develops corresponding recommendations to send to College Council.

   Proposed completion date: April 7.

5. College Council reviews the LRPC's recommendations through the Governance approval process and

   - o approves the recommendations and forwards them to President's Council

   OR

   - o does not approve the recommendations and returns them to the LRPC for follow-up clarification/revision.

   Proposed completion date: April 14.

6. President's Council reviews DIRP's and LRPC's preliminary identification of institutional strengths, weaknesses, threats and opportunities for institutional planning and

   - o approves the definition of strengths, weaknesses, threats, and opportunities for use in institutional planning

   OR

   - o does not approve the definitions of strengths, weaknesses, threats, and opportunities and returns them to DIRP/LRPC for clarification/revision.

   Proposed completion date: April 21.

7. President's Council develops planning assumptions and and implications based on internal audits, external assessments, and preliminary identification of Strengths, Weaknesses, Opportunities, Threats (SWOT).

   Proposed completion date: April 21.

   The assumptions and implications become input for Major Institutional Initiatives and also impact the College's Philosophy, Mission Statement, Goals, Task Statements, and Objectives.

This completes the process for research and evaluation for strategic long range planning.

COLLEGE PHILOSOPHY

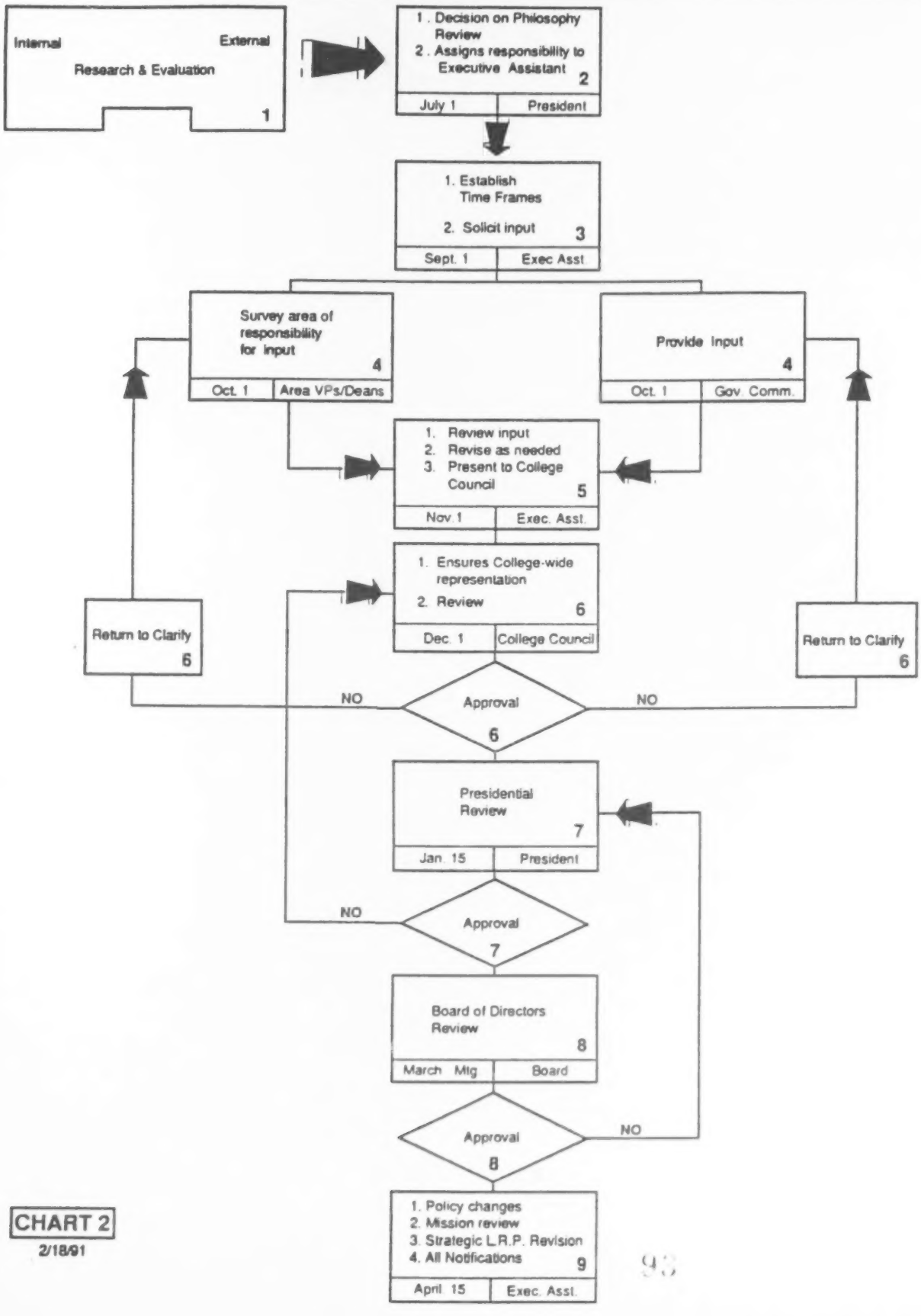

CHART 2
2/18/91

Process for Revising the College's Philosophy

Every five to seven years, members of the College community review the College's Philosophy, with close attention to the changing environment. The College's Philosophy requires a substantial change in the environment in order to be modified. The following steps describe the process for revising the College's Philosophy, as shown in Chart 2 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessment to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Philosophy based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice Presidents, deans and governance committees survey their respective areas for additional input. Vice Presidents, deans, and governance committees provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the College Philosophy, and presents the revised College Philosophy to College Council.

   Proposed completion date: November 1.

6. College Council solicits input, ensures representation from the entire campus community, reviews the proposed revisions, and:

   - o approves the revised College Philosophy and sends it to the President

   OR

   - o does not approve the revised College Philosophy and returns it to the appropriate vice presidents, deans or governance committees for follow-up clarification/revision. Appropriate participants repeat steps 5 & 6.

   Proposed completion date: December 1.

7. The President reviews the revised College Philosophy, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Board of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised College Philosophy to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. The President presents the revised College Philosophy to the Board of Directors. The Board of Directors reviews the revised Philosophy and:

   - o approves it for incorporation in College documents

   OR

   - o does not approve it and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 8.

   Proposed completion date: March meeting.

9. The Executive Assistant coordinates the necessary follow-up activities based on these approved changes in the College's Philosophy. These activities include: revising college policy, reviewing the Mission, revising specific items in the Long Range Plan, and notifying the College community.

Proposed completion date: April 15.

This completes the process for revising the College Philosophy.

MISSION STATEMENT

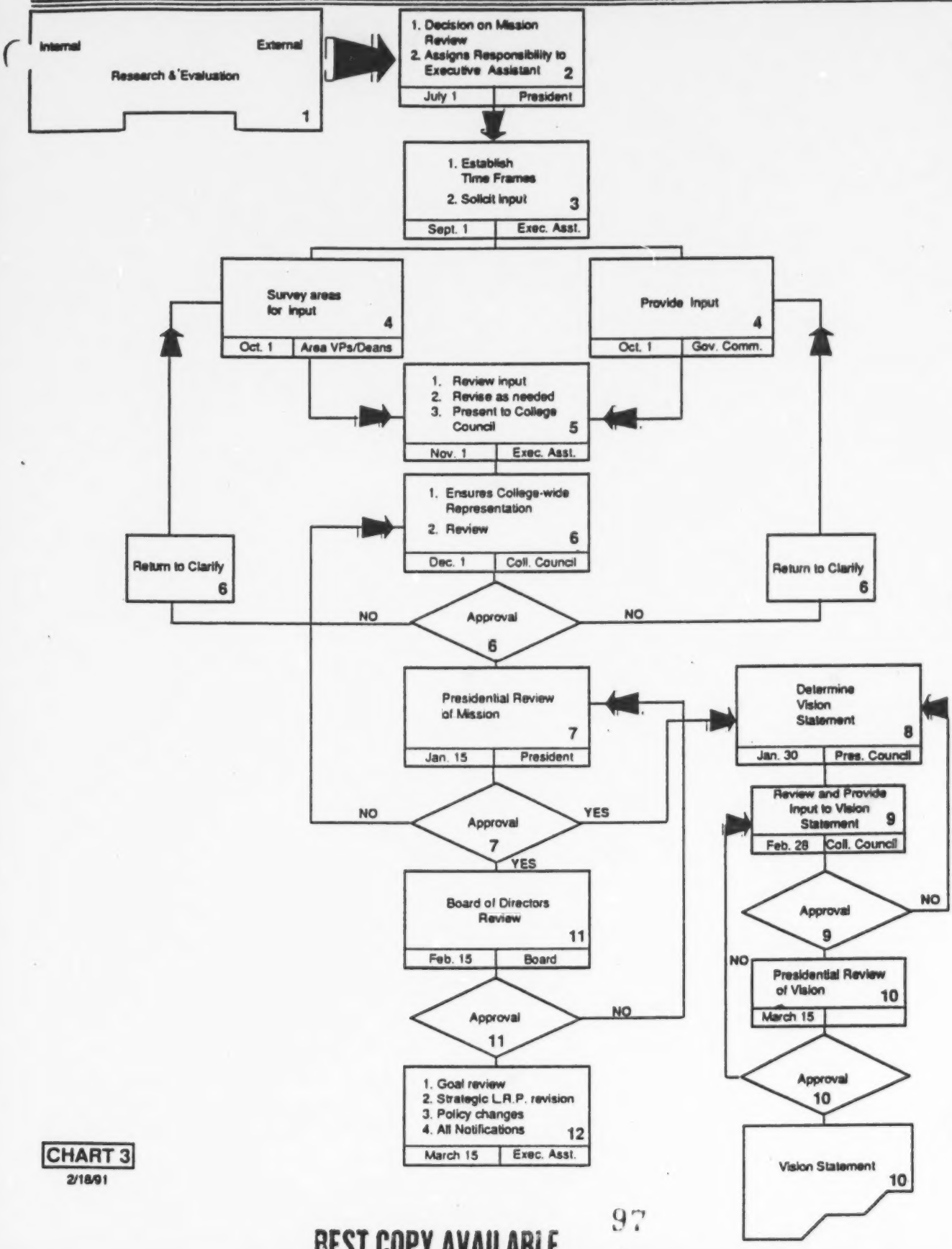

CHART 3
2/18/91

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Process for Revising the College's Mission Statement

Every three to five years, members of the College community review the College's mission statement and vision statement. The following steps describe the process for revising the College's Mission Statement and Vision Statement as shown in Chart 3 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Mission statement based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from all area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice presidents, deans, and Governance committees survey their respective areas for additional input/and provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the Mission statement, and presents the revised Mission statement to College Council.

   Proposed completion date: November 1.

6. College Council receives input, ensures representation from the entire campus community, reviews the proposed revisions, and

   - o approves the revised Mission statment and sends it to the President

   OR

   - o does not approve the revised Mission statement and returns it to the appropriate deans, vice presidents, or governance committees for follow-up clarification/revision. Appropriate participants then repeat 5 and 6.

   Proposed completion date: December 1.

7. The President reviews the revised Mission statement, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Boards of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised Mission statement to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. President's Council develops the college's Vision statement from the approved revised Mission statement and presents the Vision statement to College Council.

   Proposed completion date: January 30.

9. College Council reviews the proposed Vision statement, provides input to the Vision statement as necessary, and:

   - o approves it and sends it to the President

   OR

   - o does not approve it and returns it to President's Council for follow-up clarification/revision. President's Council resubmits the revised Vision statement to College Council. College Council repeats step 9.

   Proposed completion date: February 28.

10. The President reviews the proposed Vision statement and:

- o approves it for incorporation in the LRP

OR

- o does not approve it and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 9 and 10.

Proposed completion date: March 15.

11. The President presents the revised Mission statement to the Board of Directors. The Board of Directors reviews the mission statement and:

- o approves the statement for incorporation in College documents

OR

- o does not approve the Mission statement and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 11.

Proposed completion date: February 15.

12. The Executive Assistant coordinates the necessary follow-up activities based on the approved changes in the College's Mission statement and Vision statement. These activities include: reviewing goals, revising specific items in the Long Range Plan, revising College policies, and notifying all areas of the College.

Proposed completion date: March 15.

This completes the process for revising the College's Mission Statement and Vision Statement.

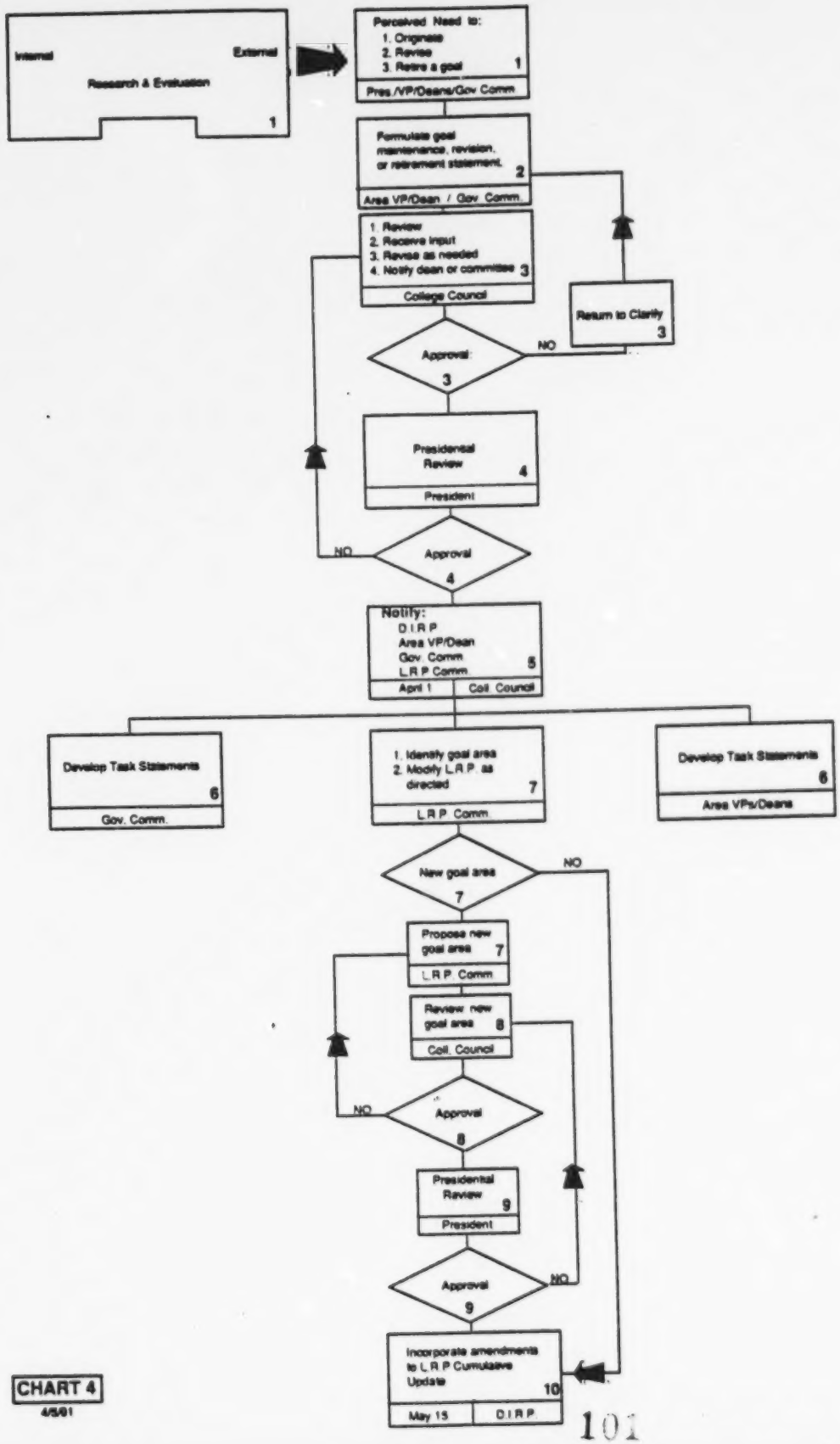
Internal
External
Research & Evaluation
1
Perceived Need to:
1. Originate
2. Revise
3. Retire a goal
1
Pres./VP/Deans/Gov Comm
Formulate goal maintenance, revision, or retirement statement.
2
Area VP/Dean / Gov. Comm.
1. Review
2. Receive input
3. Revise as needed
4. Notify dean or committee
3
College Council
Return to Clarify
3
NO
Approval
3
Presidential Review
4
President
NO
Approval
4
Notify:
D.I.R.P.
Area VP/Dean
Gov. Comm.
L.R.P. Comm.
5
April 1
Coll. Council
Develop Task Statements
6
Gov. Comm.
1. Identify goal area
2. Modify L.R.P. as directed
7
L.R.P. Comm.
Develop Task Statements
6
Area VPs/Deans
New goal area
7
NO
Propose new goal area
7
L.R.P. Comm.
Review new goal area
8
Coll. Council
NO
Approval
8
Presidential Review
9
President
Approval
9
NO
Incorporate amendments to L.R.P. Cumulative Update
10
May 15
D.I.R.P.

CHART 4
4/5/91

Process for Amending the College Goals

At any time any segment of the campus community, ordinarily the President, Area Vice President or Dean, or a Governance Committee, may propose an amendment to the College Goals. A complete review of College goals necessarily takes place when the College's Mission changes. Amendments to College Goals can include new goals, revisions, maintenance statements, or retirement statements. The following steps describe the process for revising College Goals as shown in Chart 4 of the Strategic Planning Cycle.

1. The DIRP conducts internal audits and external assessments to provide a variety of research documents (see Chart 1 and the Process for Research and Evaluation) to the college community for use in planning.

2. The President, Area Vice Presidents/Deans, or Governance Committees formulate an amendment to the College Goals for review by College Council.

3. College Council reviews all amendments, solicits input relating to the goal, makes revisions as needed and:

    - o approves the amendment and sends it to the President for approval

    OR

    - o does not approve the amendment and returns it to the Area Vice President/Dean or Governance Committee for clarification/revision. Appropriate participants then repeat steps 2 and 3.

4. The President reviews College Council's recommendation on the amendment and:

    - o approves the recommendation for incorporation in the Long Range Plan

    OR

    - o does not approve the amendment and returns it to College Council for further review or revision. Appropriate participants then repeat steps 2, 3 and 4.

5. College Council notifies the Director of Institutional Research and Planning, the appropriate area Vice President/Dean, the Governance Committee, and the Long Range Planning Committee of any amendments to the College Goals within the Long Range Plan as approved by College Council and the President.

   Proposed completion date for revisions: April 1.

6. Governance Committees or Area Vice Presidents/Deans develop task statements if the amendment is a new goal. The process for developing a task statement is described in the following section.

7. The Long Range Planning Committee:

   - o numbers new goals and places them within one of the five existing goal areas, if possible

   OR

   - o creates new goal areas, as necessary, and proposes those new goal areas to College Council.

8. College Council reviews the new goal area developed by the Long Range Planning Committee and:

   - o approves the new goal area and recommends it to the President

   OR

   - o disapproves the new goal area and returns it to the Long Range Planning Committee for further review/revision. Appropriate participants repeat steps 8 and 9.

9. The President reviews the new goal area created by the Long Range Planning Committee and approved by College Council and:

   - o approves the new goal area

   OR

   - o disapproves the new goal area and returns it to College Council for further review/revision. Appropriate participants then repeat steps 7, 8 and 9.

10. The Director of Institutional Research and Planning incorporates new or revised goal amendments, as approved by the President, in the Strategic Long Range Plan and LRP Cumulative Update.

Proposed completion date: May 15.

This completes the Process for amending College Goals.

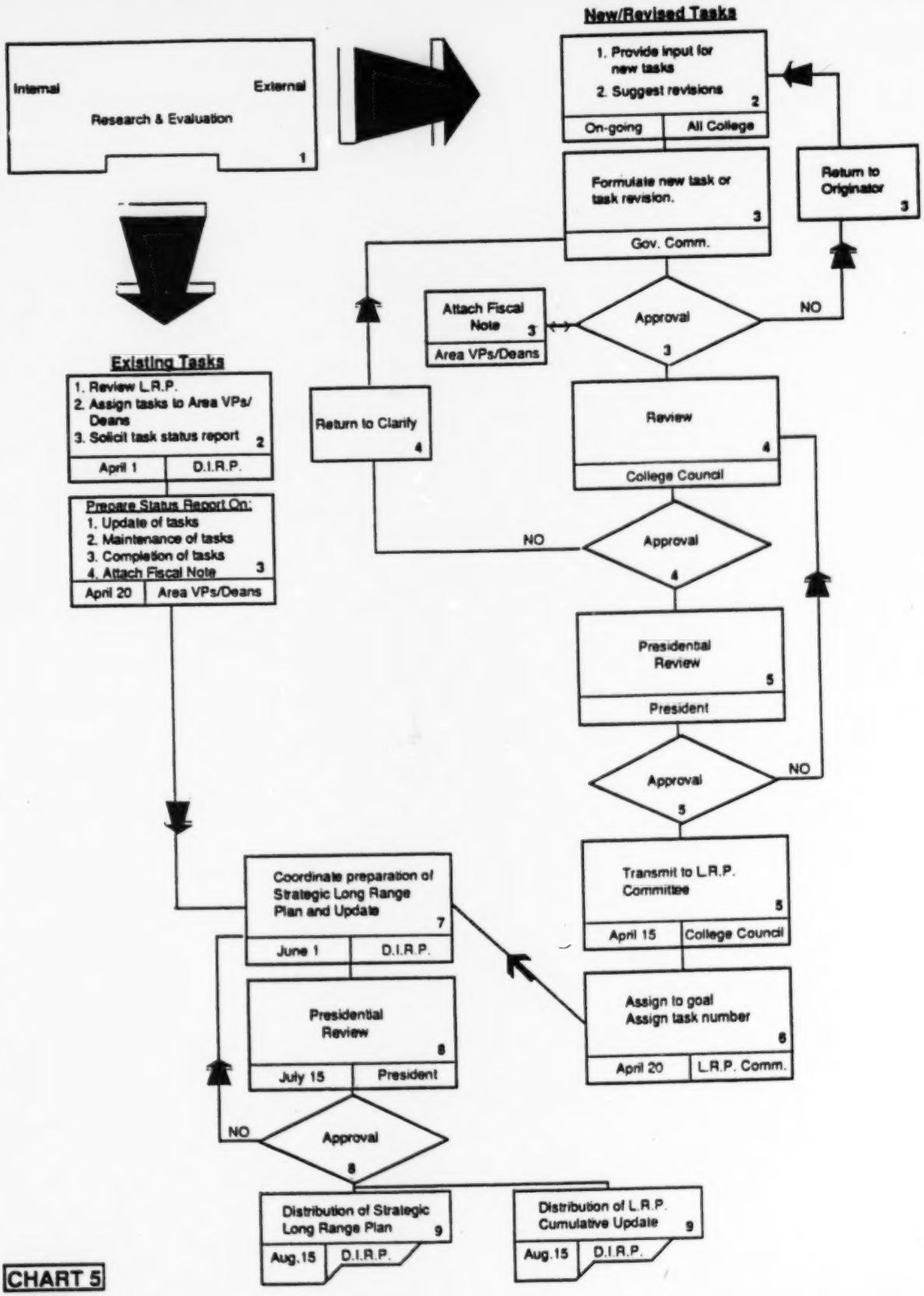

CHART 5
2/18/91

The Process for Creating, Revising, and Reporting Long-Range Planning Task Statements

Annually or on an ad hoc basis, the Director of Institutional Research and Planning, the Long-Range Planning Committee, and other members of the College community create, revise and report on task statements. A Long Range Planning Task Statement specifies actions necessary to accomplish established College goals. The following sets of steps describe the processes for: (1) creating/revising a task statement, and (2) reporting on the status of a task, as shown in Chart 5 of the Strategic Planning Cycle.

Steps for Creating/Revising a Task Statement

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the college community for use in developing tasks.

   Proposed completion date: Ongoing.

2. Any member of the college community can provide input for developing a new task or revising an existing task. Usually the Area Vice President/Dean, or Governance Committee formulates the statement.

   Proposed completion date: Ongoing.

3. The appropriate Governance committee formulates or reviews the new/revised task statement and:

   - o approves it for presentation to College Council and solicits and obtains a fiscal note from the appropriate Area Vice President/Dean.

   OR

   - o disapproves the task statement and notifies the originating party.

4. College Council reviews the new or revised task and:

   - o approves the new or revised task

   OR

   - o does not approve the task and returns it to the originating governance committee. Appropriate participants then repeat steps 3 and 4.

5. The President reviews the new or revised task with its attached fiscal note and:

   - o approves it and transmits the task to the Long Range Planning Committee through the College Council

   OR

   - o does not approve the task and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 4 and 5.

   Proposed completion date: April 15.

6. The Long Range Planning Committee places the task under the appropriate goal and numbers it.

   Proposed completion date: April 20.

7. The Director of Institutional Research and Planning incorporates new and revised tasks into the Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: June 1.

8. The President reviews the Long Range Plan and Cumulative Long Range Plan and:

   - o approves the documents for college-wide distribution

   OR

   - o does not approve the documents and returns them to the Director of Institutional Research and Planning for revision/clarification. Appropriate participants then repeat steps 7 and 8.

   Proposed completion date: July 15.

9. The Director of Institutional Research and Planning distributes the Strategic Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: August 15.

This completes the process for creating new tasks or revising existing tasks.

Steps for Reporting on the Status of Tasks

Existing, unrevised tasks follow an abbreviated path, as described in these steps.

1. The Director of Institutional Research and Planning reviews the Long Range Plan and matches the task statements to the appropriate Area Vice-President/Dean.

   Proposed completion date: April 1.

2. The Director of Institutional Research and Planning solicits a status report from each Vice President/Dean. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task.

3. Area Vice-Presidents/Deans prepare a status report covering all assigned task statements. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task. Area Vice-Presidents/Deans attach fiscal notes to each task statement in their status reports.

   Proposed completion date: April 20.

4. The Director of Institutional Research and Planning updates the Strategic Long Range Plan and Cumulative Long Range Plan to reflect the progress indicated in the completed status reports.

The remaining steps are the same as new/revised tasks (steps 8-9).

This completes the process for assessing the status of existing tasks that do not require any revisions.

OBJECTIVES

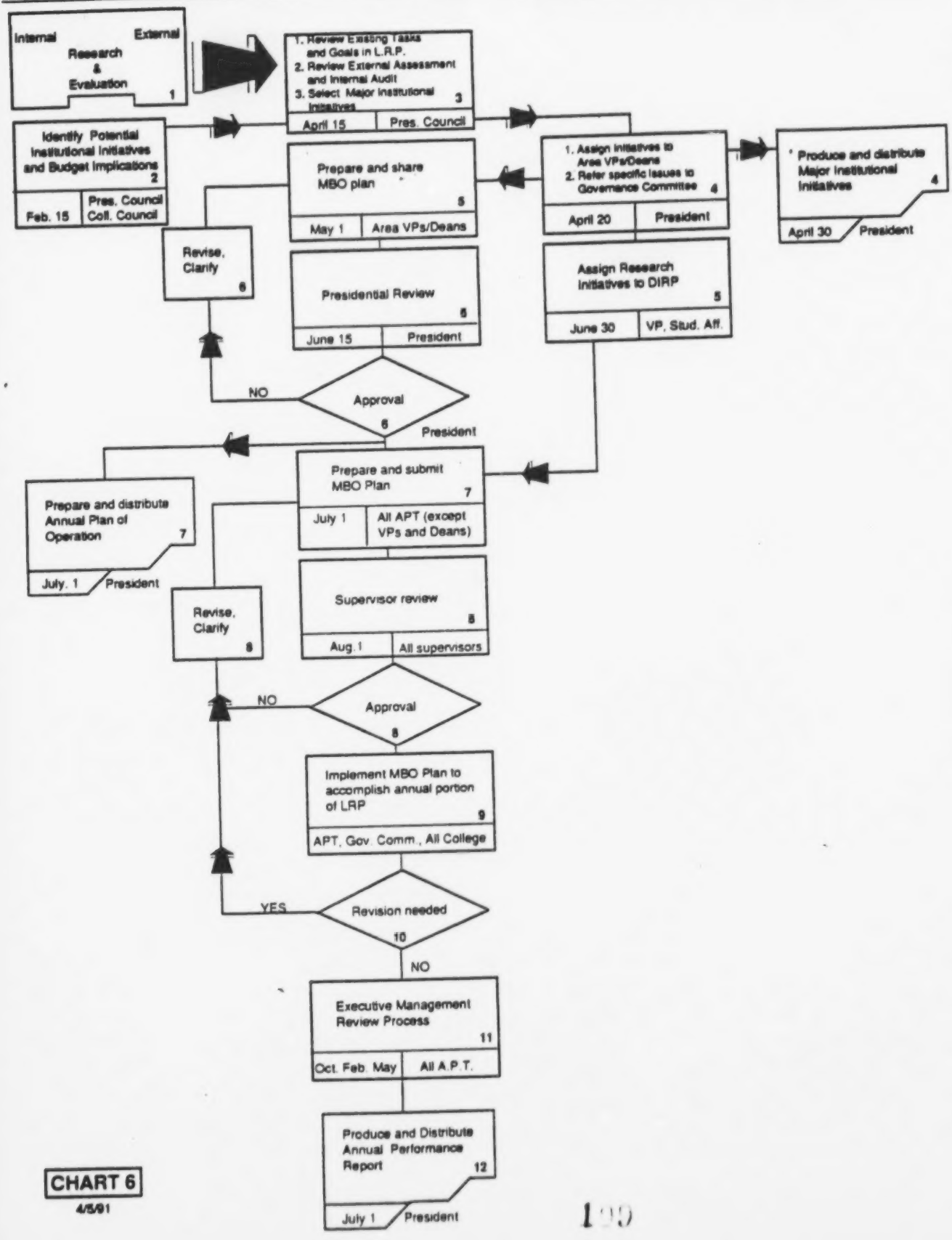

CHART 6

4/5/91

Process for Developing Objectives

Every year, President's Council develops major institutional initiatives; Area Vice Presidents, Deans and most administrative staff develop their individual objectives; and the President compiles the Annual Performance Report. The following steps describe the process for developing Major Institutional Initiatives, the Institutional Annual Plan, APT Objectives, and the Annual Performance Report as shown in Chart 6 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to President's Council for use in planning.

   Proposed completion date: Ongoing.

2. President's Council identifies potential institutional initiatives and budget implications.

   Proposed completion date: February 15.

3. President's Council reviews the existing tasks and goals in the Long Range Plan in light of the external assessment and internal audit.

   Proposed completion date: April 15.

   AND

   President's Council selects Major Institutional Initiatives from existing tasks and goals in the Long Range Plan and from the potential institutional initiatives.

   Proposed completion date: April 15.

4. The President assigns specific initiatives to the Area Vice Presidents and Deans and refers specific issues to Governance Committees.

   Proposed completion date: April 20.

   AND

   The President produces and distributes an official list of the Major Institutional Initiatives.

   Proposed completion date: April 30.

5. Area Vice Presidents and Deans prepare their MBO plans for the President, incorporating assigned initiatives.

   Proposed completion date: May 1.

   AND

   The Vice President for Student Affairs, on behalf of President's Council, assigns associated research initiatives to the Director of Institutional Research and Planning for inclusion in her MBO plan.

   Proposed completion date: June 30 of the next year.

6. The President reviews the MBO plan for each Area Vice President and Dean, and:

   - o approves the MBO plan for use in developing objectives for other APT staff

   OR

   - o does not approve the MBO plan and returns it to the appropriate Area Vice President or Dean for follow-up clarification/revision. Appropriate participants then repeat steps 5 & 6.

   Proposed completion date: June 15.

7. The President prepares the Annual Plan of Operation and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

   AND

   Most other APT prepare and submit their MBO plans to their supervisors.

   Proposed completion date: July 1.

8. Supervisors review their staff's MBO plans, and:

   - o approve the MBO plan for its congruence with the supervisor's MBOs and for the maintenance of routine staff functions

   OR

   - o do not approve the MBO plan and return it to the appropriate staff member for follow-up clarification/revision. Appropriate participants then repeat step 8.

   Proposed completion date: August 1.

9. APT staff carry out their MBO plans. Through this implementation, all college staff (including faculty and classified) carry out the collective objectives within all MBOs, thereby implementing a portion of the annual Long Range Plan.

   Proposed completion date: July 1 - June 30.

10. APT staff and their supervisors determine when revisions are necessary to their MBO plans. Appropriate participants repeat steps 7-8, as necessary.

    Proposed completion date: Ongoing.

11. APT staff complete the Executive Management Review process to evaluate their progress in meeting their objectives.

    Proposed completion date: October, February, and May.

12. The President compiles the Annual Performance Report, largely based on the year-end Executive Management Review of Area Vice Presidents and Deans, and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

    Proposed completion date: July 1.

This completes the process for developing objectives.